

DOCUMENT RESUME

ED 054 094

SP 007 238

AUTHOR Gaydosh, Ronald; And Others
TITLE Social Science Curriculum Guide and Selected
Multi-Media, K-6.
INSTITUTION Clark County School District, Las Vegas, Nev.
PUB DATE 69
NOTE 338p.
EDRS PRICE EDRS Price MF-\$0.65 HC-\$13.16
DESCRIPTORS *Anthropology, *Curriculum Guides, *Elementary
School Curriculum, *Geography, Grade 1, Grade 2,
Grade 3, Grade 4, Grade 5, Grade 6, Kindergarten,
*Social Sciences, Sociology

ABSTRACT

GRADES OR AGES: K-6. SUBJECT MATTER: Social science.
ORGANIZATION AND PHYSICAL APPEARANCE: The introductory material includes an explanation of the rationale, definitions of the social science core disciplines, glossary of terms, guidelines for teaching, and descriptions of concepts. The main body of the guide is designed in a five-column arrangement: generalization, concepts, sub-concepts, behavioral objectives, and suggested multi-media. The contents include a detailed model of kindergarten anthropology, followed by sociology, levels 1, 2 and 3; anthropology, kindergarten and levels 1, 2 and 3; and geography, levels 4, 5 and 6. The guide is lithographed and spiral-bound with a soft cover. OBJECTIVES AND ACTIVITIES: Behavioral and long-range objectives are discussed in the introductory material. Behavioral objectives including activities, and detailed throughout the guide. INSTRUCTIONAL MATERIALS: Detailed lists are provided throughout the guide and include reference material, filmstrips, films, and records. STUDENT ASSESSMENT: No specific provision is made for evaluation. (MBM)

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SOCIAL SCIENCE

A Curriculum Guide
Levels Kindergarten Through Six and Selected Multimedia

Developed by

The Department of Curriculum Services
Clark County School District
2832 East Flamingo Road, Las Vegas, Nevada 89109

Mr. Kenny C. Guinn
Superintendent

1969

ED054094

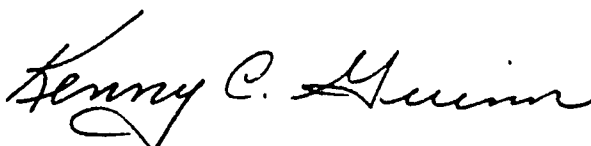
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FOREWORD

Change has always been a basic part of life. However, the rapidly changing American society has presented a new challenge to public schools in preparing children to meet these changes. A realistic picture of the world is needed in the curriculum of the planned social science program. In an attempt to spearhead this change, there is a new interest focused on the "new" social science. Today's needs and tomorrow's challenges are the focus of the social disciplines.

Universally man is confronted with such factors of conflict as social, economic, and political. These factors are a part of normal growth and development of man and society. Students must develop wisdom to deal with these factors, and learn to deal with it as a phase of reality. With this thought in mind, the curriculum reflects our contribution in some small way to the solution of the world's larger problems.

Provision has been made by the involvement of many people in the development of the curriculum and flexible enough to meet the ever changing needs of our society. The curriculum of presenting the social sciences in a rational manner. It is hoped that as a result of this curriculum, effectiveness and efficiency in assisting children to reach their educational goals. The curriculum undertaking are to be commended for their fine professional work and the unique work will provide the children of the Clark County School District with a better education.



Kenny C. Guinn
Superintendent

FOREWORD

life. However, the rapidly changing American society has placed much responsibility on the
meet these changes. A realistic picture of the social world can be given to students through a well
attempt to spearhead this change, there has been created a tremendous local, state, and national
force. Today's needs and tomorrow's challenges must be met with a new structure and organization

factors of conflict as social, economic, and political forces. Yet, conflict is characteristic to the
and society. Students must develop wholesome attitudes toward conflict, understand its initiatory
case of reality. With this thought in mind initially applied to local problems, it will possibly
to the solution of the world's larger problems.

ment of many people in the development of this curriculum guide to make it a vital ongoing
the ever changing needs of our society. It should provide teachers with the sequential guidelines
onal manner. It is hoped that as a result of its utilization, every teacher will attain maximum
children to reach their educational goals. Those individuals who have been involved in this
ded for their fine professional work and the educational cooperation they have exhibited. This
the Clark County School District with a social science program of continuous growth and develop-

ACKNOWLEDGMENTS

Much appreciation is due the members of the Social Science Curriculum Task Force for their willingness in developing this curriculum guide:

Mr. Ronald Gaydosh	Curriculum Consultant	Mr. Paul T. Gray
Mr. Dwight Billedeaux	Western High School	Mrs. Bernice Moten
Mrs. June Erfert	Bonanza Elementary School	Mr. Robert Zaletel

Further appreciation is expressed to the members of the Social Science Multi-Media Selection Committee for identifying and selecting materials that are supportive to this guide:

Mr. Glenn Alleman, Chairman	Las Vegas High School	Mrs. Mary Kieser
Mr. Gary BeDunnah	J. C. Fremont Jr. High School	Mrs. Mary Louis
Mr. Phillip Cook	Rancho High School	Mr. Walter Mason
Mr. David Dwyer	Rancho High School	Mr. Kent McComb
Mr. Richard Fitzpatrick	Valley High School	Mr. John Murdoch
Mrs. Janet Freelove	Paradise Elementary School	Mr. Allen Nicholson
Mr. Ward Gubler	E. W. Clark High School	Mrs. Helen Potter
Mr. J. Stuart Halliday	Rancho High School	Mrs. Mary Scritchfield
Mr. Hubert Hawkins	Western High School	Miss Elizabeth Sloan
Mrs. Jean Hirsch	So. Nev. Voc. Tech. Center	Mr. Ralph J. Wilde
Mr. Jack E. Howard	Overton Elementary School	Mrs. Joyce Willis
Miss Linda Johnson	Kit Carson Elementary School	Mr. James Woolston

A special acknowledgment is extended to the following teachers who served as members of the Social Science Curriculum Task Force. A number of teachers, too numerous to mention here, who contributed meaningful reactions to this material:

Mrs. Sandra Barclay	Rex Bell Elementary School	Miss Carol Deputy
Mr. Jim Blazzard	Park Village Elementary School	Mr. Donald Dickson
Mr. Keith Byrner	Ira J. Earl Elementary School	Mr. Robert Frei
Mrs. Louise Carlisi	Vegas Verdes Elementary School	Mr. Richard Han
Mrs. Hazel Cast	Nellis Elementary School	Mrs. Ruth Hendricks
Mr. Steve Cozine	Lincoln Elementary School	Mr. John Hunt
Mr. H. Ray Cypret	Sunrise Acres Elementary School	Mrs. Elizabeth Jones

ACKNOWLEDGMENTS

Science Curriculum Task Force for their willingness to put in many extra hours of work in develop-

ultant	Mr. Paul T. Gray	Roy Martin Junior High School
chool	Mrs. Bernice Moten	William Orr Junior High School
ary School	Mr. Robert Zaletel	C. C. Ronnow Elementary School

the Social Science Multi-Media Selection Committee for the great effort they put forth in evalu-
this guide:

School	Mrs. Mary Kieser	J. Harold Brinley Jr. High School
r. High School	Mrs. Mary Louis	C. P. Squires Elementary School
chool	Mr. Walter Mason	Valley High School
chool	Mr. Kent McComb	Henderson Jr. High School
chool	Mr. John Murdoch	Boulder City Elementary School
ary School	Mr. Allen Nicholson	R. O. Gibson Jr. High School
gh School	Mrs. Helen Potter	Vegas Verdes Elementary School
chool	Mrs. Mary Scritchfield	Las Vegas High School
chool	Miss Elizabeth Sloan	R. O. Gibson Jr. High School
Tech. Center	Mr. Ralph J. Wilde	Doris Hancock Elementary School
ary School	Mrs. Joyce Willis	Ira J. Earl Elementary School
entary School	Mr. James Woolston	Tom Williams Elementary School

ing teachers who served as members of the Social Science Reaction Committee and to the large
who contributed meaningful reactions to this material in its working copy form:

entary School	Miss Carol Deputy	Jo Mackey Elementary School
ementary School	Mr. Donald Dickson	Laura Dearing Elementary School
ementary School	Mr. Robert Frei	John F. Miller Elementary School
ementary School	Mr. Richard Han	Whitney Elementary School
ary School	Mrs. Ruth Hendricks	J. T. McWilliams Elementary School
ary School	Mr. John Hunt	Valley High School
ementary School	Mrs. Elizabeth Jones	Las Vegas High School

Mrs. Lucille MacDonald	J. T. McWilliams Elementary School	Mrs. Susan Robinson . . .
Mrs. Mary McDonald	Walter Bracken Elementary School	Mrs. Bernadine Shown . .
Mr. Bill Miller	E. W. Clark High School	Mr. Oren J. Spillett . .
Miss Paula Nordblom	Rancho High School	Mrs. Adelia Tobler . . .
Mr. Duane A. Oaks	Roy Martin Jr. High School	Mrs. Burietta Tolander .
Mr. David Owens	Mountain View Elementary School	Mrs. Carrie Townley . .
Mrs. Reitha Page	Tom Williams Elementary School	Mrs. Joyce Walker . . .
Mr. Don Peterson	K. O. Knudson Jr. High School	Mrs. Venetia Wallace . .
Miss Katherine Redish	C. P. Squires Elementary School	Mr. Rick Watson

A special note of thanks goes to those members of the Social Science Reaction Committee who served as a composite of reactions from all teachers who teach the social sciences.

Mr. H. Ray Cypret	Sunrise Acres Elementary School
Mr. Bill Miller	E. W. Clark High School
Mrs. Susan Robinson	C. C. Ronnow Elementary School

The following people served in a consultant capacity to this project and we are much indebted to them

Dr. Robert Baker, Project Director, Southwest Regional Laboratory	Mr. O. P. Lowe, Vice-Pr
Miss Diane Barry, Consultant, University of California, Los Angeles	Mr. Jack Mallon, Assista
Dr. Barry Beyer, Director, Project Africa, Ohio State University	District
Mr. Scott Chalfant, Administrative Intern, Clark County School District	Mr. Larry Moses, Teacher
Mrs. Verna Fancett, Research Associate, Social Studies Curriculum Center, Syracuse University	Dr. Milton Ploghoft, Dire
Mr. Charles Fleming, Teacher Consultant, Clark County School District	Education, Ohio Univ
Dr. John Haas, Associate Professor, Secondary Education, Utah State University	Dr. Roy Price, Project Di
Dr. Albert Leep, Assistant Professor, Department of Elementary Education, Ohio University	Syracuse University
Mr. Monte Littell, Teacher Consultant, Clark County School District	Dr. Ralph Roske, Director
	Nevada, Las Vegas
	Mr. Charles Sylvestri, Per
	District
	Mr. Bernard Vidmar, Cons
	Department of Educat

School	Mrs. Susan Robinson	C. C. Ronnow Elementary School
chool	Mrs. Bernadine Shown	Robert E. Lake Elementary School
	Mr. Oren J. Spillett	Vail Pittman Elementary School
	Mrs. Adelia Tobler	Crestwood Elementary School
	Mrs. Burietta Tolander	Paul Culley Elementary School
chool	Mrs. Carrie Townley	R. O. Gibson Jr. High School
ool	Mrs. Joyce Walker	Bertha B. Ronzone Elementary School
ool	Mrs. Venetia Wallace	Rose Warren Elementary School
ool	Mr. Rick Watson	Ruby Thomas Elementary School

ce Reaction Committee who served as revision writers thereby formulating a total
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and we are much indebted to them for their guidance and many contributions:

- Mr. O. P. Lowe, Vice-President, Mississippi State College
- Mr. Jack Mallon, Assistant Superintendent, Cleveland Heights School District
- Mr. Larry Moses, Teacher, Clark County School District
- Dr. Milton Ploghoft, Director, Cooperative Center For Social Science Education, Ohio University
- Dr. Roy Price, Project Director, Social Studies Curriculum Center, Syracuse University
- Dr. Ralph Roske, Director, Social Science Department, University of Nevada, Las Vegas
- Mr. Charles Sylvestri, Personnel Assistant, Clark County School District
- Mr. Bernard Vidmar, Consultant, Secondary Social Studies, Nevada State Department of Education

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RATIONALE

Social science classes bear the major responsibility for giving the child the most realistic view of the conditions and problems of life that today's youth face as adults can only be by dealing with the conditions and problems that exist today. The broad directions of change can be seen in the dealing with the unknown future is a realistic understanding of contemporary social conditions and shaping it.

The student of today should become more involved at every level with basic social science. The student in today's complex world is one of the long-range goals of this Social Science curriculum. The environment should be developed by the student. He must be able to think through the complexity of the world more than he is doing today. Involvement is the key to this change.

Concern for approach to instruction, methods, skill development, and materials development. The approach, discovery-inquiry method with emphasis on critical thinking skills, and the use of multimedia will be the major characteristics of this curriculum. It is anticipated that this approach will facilitate for the learner greater comprehension, better transfer of knowledge, and more active participation.

RATIONALE

giving the child the most realistic picture possible of his social world. Although the future as adults can only be hypothesized now, they will have emerged from the directions of change can be predicted. For this reason, the best preparation for understanding of contemporary society and the dynamics of change that are constantly re-

every level with basic social science concepts. The search for meaning for every change goals of this Social Science Curriculum Guide. The ability to cope with his must be able to think through problems much more logically and with much more confidence in this change.

development, and materials has determined the guidelines established. A conceptual and critical thinking skills, a program reflecting all the social science disciplines, and the goals of this curriculum. It is intended that the teacher's firm commitment to this rationalization, better transfer of knowledge, and more meaningful subsequent learning.

TO THE TEACHER

The intent of this social science curriculum guide is to establish guidelines with a concern for development, and materials that will be used. A conceptual approach, a discovery-inquiry approach, skills, a program reflecting all of the social science disciplines, and the use of multimedia.

When planning a social science lesson, start with a generalization in mind that may be used. No way is expected to repeat a generalization verbatim. They will be successful if they can be constructed. Instruction has been oriented.

The concepts in this guide have been adopted from the Social Studies Curriculum Center. These concepts have been divided into the categories of substantive, value, and method. Concepts not identified as concepts. They are envisioned as inevitable skills coming into focus or being utilized.

Sequence has been given to kindergarten through level six by assigning disciplines to be taught at kindergarten through level three. Geography is stressed at levels four through six. Concepts are given to those disciplines at the grade levels assigned. The concepts are designed to bring about work.

Detailed subject matter has not been placed into any sequential order. Factual information, concepts, behavioral objectives, and multimedia used in lesson preparation. The concepts are flexible within the guide and adaptability to any type of school program.

The teacher must remember that classroom instruction starts with factual material first in the order of instruction should enable the child to arrive at the large central idea--the generalization.

TO THE TEACHER

is to establish guidelines with a concern for the approach to instruction, methods, skill conceptual approach, a discovery-inquiry method with emphasis on critical thinking science disciplines, and the use of multimedia are the major characteristics of this curriculum.

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from the Social Studies Curriculum Center, Syracuse University, directed by Dr. Roy Price. stories of substantive, value, and method. The eight techniques and aspects of method are as inevitable skills coming into focus as the inquiry method and conceptual approach is

in level six by assigning disciplines to be stressed. Anthropology and sociology are stressed by is stressed at levels four through six. The teacher must keep in mind that emphasis should be assigned. The concepts are designed to bring other disciplines into focus during a unit of

to any sequential order. Factual information will be determined by the concepts, sub- a used in lesson preparation. The concepts have been structured open-ended to provide any type of school program.

uction starts with factual material first introduced in a conceptual framework. This procedure at the large central idea--the generalization.

THE SOCIAL STUDIES AND THE SOCIAL 3

The term social studies has traditionally been defined in reference to the social sciences and the scholarly fields of study of man in his social environment. These disciplines include psychology, political science, economics, history, geography, and philosophy. The social studies--the generalizations, concepts, and methods of inquiry.

The social foundations of curriculum planning in the social studies draw data from the changing conditions, and our democratic heritage.

The psychological foundations of curriculum planning in the social studies draw data from learning, child development, and other psychological-methodological aspects of instruction.

Social studies can then be defined as the social sciences adapted and simplified for personal use.

With this basic structure clearly defined, it is possible to achieve maximum value from the basic program to societal and individual needs and conditions. The emphasis is on the foundation of the social studies.

SOCIAL STUDIES AND THE SOCIAL SCIENCES

in reference to the social sciences. That is, the social sciences are first defined as environment. These disciplines include sociology, cultural anthropology, social psychology, and philosophy. The social sciences are primary sources of the concept of the methods of inquiry.

social studies draw data from the social sciences related to societal values, problems,

in the social studies draw data from the social sciences related to social process, methodological aspects of instruction.

ences adapted and simplified for pedagogical purposes.

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DEFINITIONS OF THE SOCIAL SCIENCE CORE DISCIPLINES

1. History: A narrative of events, an exposition that tells how these events unfolded.
History can be the annals of a nation, a society, or a social group. History is also a system that affects a nation, an institution, or a social group, and an account usually connected with the past. Thus, it can be both narrative and interpretative. In still another way, history is described as a record and explains past events as an aggregate or as steps in human progress. In short, the dictionary defines history as an analytical record of the human past.
2. Geography: The study of the earth's surface and of man's relationship to his environment.
It has also been defined as the study and interpretation of the distribution of phenomena. The phenomena examined may be physical, such as climates, landforms, and soils; or human, such as religion, transportation routes. Since the types of such phenomena are numberless, geography is preferred to the study of distribution rather than content.
3. Economics: The study of how men and society choose, with or without the use of money, to allocate and produce various commodities over time and distribute them for consumption, now and in the future, in society.
4. Anthropology: The study of the relationship between man as a biological entity and his adaptation to his environment.
5. Political Science: A field of inquiry devoted to an analysis of power in society.
It is traditionally known as that branch of the social sciences dealing with the organization and functioning of government.
6. Sociology: The science that deals with social groups, their internal forms or modes of organization, how they maintain or change these forms of organization, and the relations between groups.
7. Philosophy: The most general science originally defined as the rational explanation of anything that exists.
It is the general principle under which all facts could be explained, in this sense, indistinct from the facts.
8. Psychology: The systematic study of the processes whereby the individual interacts with his environment.

* Julius Gould and William L. Kolb, A Dictionary of the Social Sciences (New York: The Free Press, 1964).

DEFINITIONS OF THE SOCIAL SCIENCE CORE DISCIPLINES*

exposition that tells how these events unfolded.

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, A Dictionary of the Social Sciences (New York: The Free Press, 1964).

GLOSSARY OF TERMS

1. **Concept:** An individual's own way of making meaning of things he has experienced. It is a classifying his experiences, and which continually changes as his experiences accumulate. It is a word or symbol which represents the real content of the insights and meanings the word evokes in the mind of a person used to represent a class or group of objects or characteristics in common. It is a synthesis of a number of things an individual has experienced into his experiences. *
2. **Generalization:** A universally applicable statement at the highest level of abstraction about a past and/or present, engaging in a basic human activity. In accord with this definition, the following are implicit:
 - A. The stated generalization, or the context in which it appears, shows that the author is making a generalization.
 - B. The stated generalization is not limited by reference to specific geographic or cultural contexts.
 - C. The facts upon which a generalization is based are not in themselves generalizations.
 - D. Neither a concept nor a definition is here considered to be a generalization and a generalization is an acceptable generalization.
 - E. Opinions are not considered to be generalizations unless the specialist also reports that they have been tested and found to have no exceptions.
 - F. Generalizations must have applicability to all places in all times, or be applicable to a specific place or time.
 - G. Generalizations can be either primary, statistical, or functional.
 - H. Generalizations must deal with man in a societal orientation, not as an isolated individual.
 - I. Generalizations must be applicable to man at the highest level of abstraction rather than to specific individuals.
3. **Sub-Concept:** A closer examination of ideas related to the major concept.
4. **Behavioral Objective:** A statement of intent that describes in performance terms the desired behavior. A statement of intent which describes in performance terms what the learner is to be like after the learning experience.
5. **Enroute Objectives:** Those which are encountered in the process of doing assignments and are not end data.
6. **Terminal Objectives:** Those outcomes at the conclusion of a given learning situation or course.

*Roy A. Price, *Major Concepts for Social Studies* (Syracuse: Syracuse University, 1938).

GLOSSARY OF TERMS

g meaning of things he has experienced. It is a mental image which assists a person in
nually changes as his experiences accumulate. A concept is expressed by a verbal sym-
insights and meanings the word evokes in the mind of an individual. A concept is an
person used to represent a class or group of things or actions having certain qualities or
of a number of things an individual has experienced and conclusions he has drawn about

statement at the highest level of abstraction relevant to all time or stated times about man,
man activity. In accord with this definition, the following statements must be made ex-

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ntered in the process of doing assignments such as skills in gathering facts and selecting

ee conclusion of a given learning situation or course of study.

Studies (Syracuse: Syracuse University, 1965).

7. **Vehicle:** The term topic, that conventionally has been used to designate the subject term vehicle. This has been done to avoid the structure trap of the term topic as to why and how, e.g., all of the social science disciplines can be used as vehicle science to levels K-5.
8. **Inductive:** The teacher will initiate the student's attempt to discover new knowledge that will lead him to a higher level of critical thinking toward major concepts and
9. **Deductive:** Introducing the entire theme and then breaking it down into concepts learner arrives at conclusions by reasoning.
10. **Reflective Thinking:** The active, careful, persistent examination of any belief on grounds that support it and the further conclusions toward which it tends.
11. **Inquiry Method:** A method of teaching whereby a teacher assumes the nondirective answers of well thought-out questions, by asking questions and through research
12. **Rationale:** A reason or purpose for developing certain motives and objectives toward a common goal.
13. **Cognitive:** A generic term used to indicate all the various aspects of knowing including, thinking, and imagining. A cognitive response is usually observable. The objectives are achieved with this response in teaching. The cognitive mental processes are:
 - A. Objective-observation and description
 - B. Classification
 - C. Correspondence
 - D. Disjunction-relationship of alternatives
 - E. Seriation-arranging in orderly sequence
14. **Affective:** In the broadest sense, as used in psychology, it refers to the feeling commonly, the term is used as equivalent to emotion and even more narrowly to measurable signs. The affective response is internal and is difficult to determine or measure and negative states including, for instance, anger and anxiety as well as affective
15. **Processes:** Methods and procedures of achieving a particular task or goal such as each other.

inally has been used to designate the subject matter of curriculum, has been replaced by the
and the structure trap of the term topic as it operated in the systems of relationship of what
science disciplines can be used as vehicles by which teachers can travel in teaching social

student's attempt to discover new knowledge by helping him to select from data information
critical thinking toward major concepts and generalizations.

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internal and is difficult to determine or measure. In all usages, the term covers both positive
ance, anger and anxiety as well as affection in the sense of love.

achieving a particular task or goal such as modes of thought or the way people interact with

16. Percepts: Sensory beginning of concepts.
17. Values: The beliefs and ideas which society or an individual este
18. Perceptual: The awareness of objects or data through the medium
19. Precept: A commandment or direction meant as a rule of action o
20. Empirical: Relying or based solely on experimentation and observ
21. Disjunctive Thinking: Presenting alternatives regarding a proposi

g of concepts.

as which society or an individual esteems and seeks to achieve.

of objects or data through the medium of the senses.

or direction meant as a rule of action or conduct.

a solely on experimentation and observation.

enting alternatives regarding a proposition, e.g., either all men are free or no man is free.

USING INQUIRY IN THE SOCIAL STUDIES- GUIDELINES FOR TEACHING*

"A great deal has been written and spoken recently about 'newer' ways of teaching and learning. Much effort has been given to discussing the rationale and assumptions underpinning them. Much effort has also been made to identify some of these as useful ways of classroom teaching and learning. Time and space have even been devoted to describing what they really are 'new.' But in spite of all this, the real essence of the 'new way' still remains obscure—social studies classroom teacher who is daily faced with the practical necessity of choosing a way to teach yet to be answered: 'What is this new way?' and, even more basic, 'How do I do it?'

"Answers to these questions, even if they must of necessity be only partial and tentative, teachers have been increasingly urged to use this 'new way' of teaching but have been frustrated just what it is and how to employ it. Consequently, many have become disillusioned with considerably less to it than meets the eye; others merely shrug it off with a curt, 'Oh, it who feel it won't work—are wont to declare, 'I do this already.' There can be little doubt

"This 'newer' way of teaching has been described by a variety of terms. It has been labeled as a strategy. It has been described variously as reflective thinking, problem solving, and discovery—or guided discovery. Yet, essentially these are all the same—they are described depending on the particular biases of the user, people engage in learning. They do not do some conscious and deliberate, some haphazard and almost automatic, by which one inquires, in actuality, descriptive of the process of inquiry."

THE PROCESS OF INQUIRY

"Inquiry is essentially finding out for oneself. It is the application of purpose to data in order to solve a problem, answer a question, satisfy a curiosity, apply a concept or solve a problem in a new form. It may be a remembered and/or observed experience, either the learner's or that of the teacher. It may be information shown on maps, graphs or charts, a picture, an artifact or some bit of written or oral information or original document. The kind of knowledge developed is useful knowledge—knowledge that answers an original question, satisfies a curiosity, demonstrates or validates a concept, or gives some new information about a fact, concept, generalization, skill or attitude.

"Having defined inquiry, however, does not tell just precisely what happens when one in- of applying certain past experiences, ideas, biases or interests (referred to variously as a or some other more descriptive term) to selected data in order to complete a particular tas steps, by employing a mode of inquiry.

*Barry K. Beyer, *Using Inquiry in the Social Studies—Guidelines for Teaching* (Athens:

USING INQUIRY IN THE SOCIAL STUDIES— GUIDELINES FOR TEACHING*

ly about 'newer' ways of teaching and learning in social studies. Considerable attention has been given to the assumptions underpinning them. Much effort has been expended on the merits and deficiencies of teaching and learning. Time and space have even been consumed debating whether or not these 'new' ways of teaching and learning. The essence of the 'new way' still remains obscured. For the busy—but intensely concerned—teacher daily faced with the practical necessity of actually teaching, two crucial questions remain: 'What is it?' and, even more basic, 'How do I do it?'

The 'new' ways of teaching and learning, if they are to be of any use, must be based on sound principles. The 'new' ways of teaching and learning, if they are to be of any use, must be based on sound principles. The 'new' ways of teaching and learning, if they are to be of any use, must be based on sound principles. The 'new' ways of teaching and learning, if they are to be of any use, must be based on sound principles.

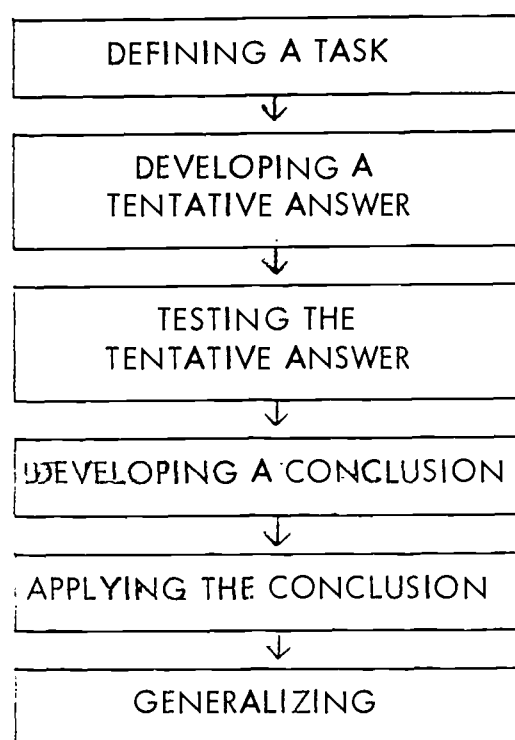
by a variety of terms. It has been labeled as an approach, a method and, more frequently, as a process. Reflective thinking, problem solving, critical thinking, inquiry, inductive thinking and so on. These are all the same—they are descriptive of a process by which, with slight variations, people engage in learning. They do not describe a single act but a whole series of acts, and almost automatic, by which one inquires into something for some purpose. They are inquiry."

THE PROCESS OF INQUIRY

It is the application of purpose to data in order to develop useful knowledge. The purpose may be to satisfy a curiosity, apply a concept or so on. The data may be any information in any form—experience, either the learner's or that of others; it may be in the form of statistical information, an artifact or some bit of written material such as a textbook, newspaper article or so on. The result developed is useful knowledge—knowledge that solves the initiatory problem, answers the question, states or validates a concept, or gives some meaning to experience. It could be in the form of a concept, a skill, or an attitude.

It is just precisely what happens when one inquires. Basically, the process of inquiry consists of a series of steps or phases or interests (referred to variously as a frame of reference, set of analytical concepts or so on) and data in order to complete a particular task. This is done by following certain sequential

Inquiry can be diagrammed, in terms of what the learner consciously or unconsciously does, as follows:



The method, or mode, of inquiry is not a single act but a series of complex analytical—deliberate, step-by-step-thinking and intuitive thinking and conclusions. It includes inductive reasoning, moving from the specific to the general from the general to the supporting specifics. It usually starts with a condition and moves at varying rates of speed to some sort of a resolution.

Describing precisely how one inquires is a task not lightly undertaken by anyone can speak with finality on this. Nevertheless, certain aspects can be at least, to represent the major stages of this process. Familiarity with this teaching strategy that will facilitate this way of learning and the use of it associated with it.

This process is obviously much more complex than this diagram would suggest. It involves three types of mental operations repeated over and over again—developing this hypothesis, and drawing conclusions (generalizing) on the basis of the process there is one ever present factor—the use of data. Consideration in the development of learning experiences based on and fostering individuality.

It should be remembered, however, that inquiry is only one way, one method. We learn by a variety of processes each of which is best suited to different situations. Sometimes memorization is the quickest way to learn an essential fact or a combination for a lock or a list of dates. On the other hand, some things can be learned best by individual inquiry instead of deliberate memorization. It is just how ones goes about it."

(As indicated by Clark County's curriculum design, the teacher's role in the inquiry method is greatly expanded: programmer, resource person, process observer, process commentator, and adjuster.)

what the learner consciously or unconsciously does, as follows:

Method, or mode, of inquiry is not a single act but a series of complicated, related acts. It involves both deliberate, step-by-step-thinking and intuitive thinking—guessing, hunching, and 'jumping to conclusions'. It includes inductive reasoning, moving from the specific to the general, and deduction—moving from the general to the supporting specifics. It usually starts with a question or problem or some unsettled condition and moves at varying rates of speed to some sort of a resolution.

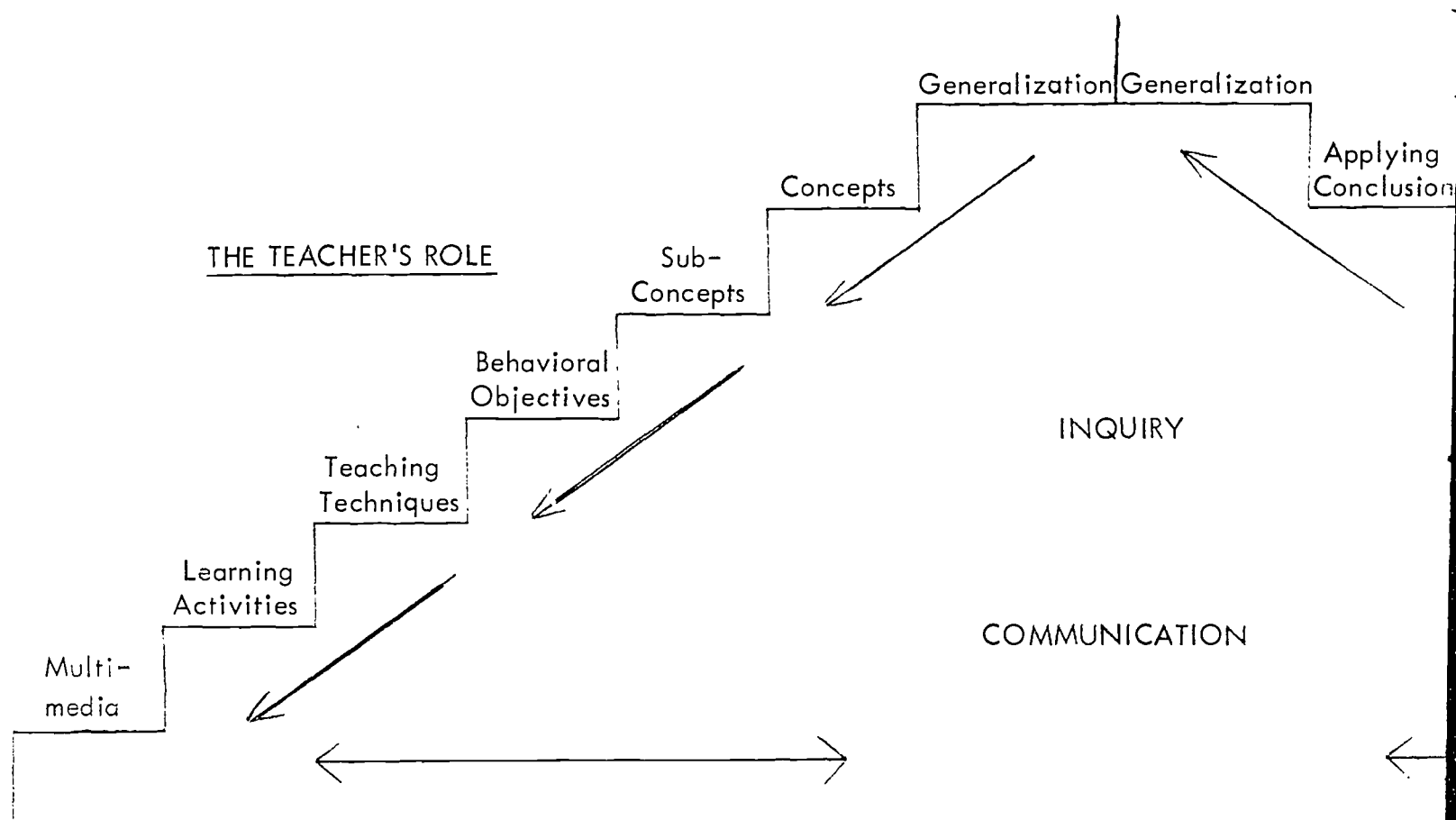
Knowing precisely how one inquires is a task not lightly undertaken. Much research remains to be done before we can speak with finality on this. Nevertheless, certain aspects can be identified that seem, for the present, to represent the major stages of this process. Familiarity with these stages will enable one to build a strategy that will facilitate this way of learning and the use and development of the intellectual skills involved with it.

The process is obviously much more complex than this diagram would suggest. In essence, however, it involves a series of mental operations repeated over and over again—developing a hypothesis or tentative answer, testing the hypothesis, and drawing conclusions (generalizing) on the basis of this testing. And, at each stage of the process, there is one ever present factor—the use of data. Consideration of these factors must be of prime concern in the development of learning experiences based on and fostering inquiry.

It should be remembered, however, that inquiry is only one way, one process, of learning. It is not the only way. Learning is achieved by a variety of processes each of which is best suited to different purposes. At times we learn best by rote. Sometimes memorization is the quickest way to learn an essential fact—a telephone number, for instance, or a combination for a lock or a list of dates. On the other hand, some bits of knowledge, skills and attitudes can be learned best by individual inquiry instead of deliberate memorization. The purpose for learning is the key to the method one goes about it."

In curriculum design, the teacher's role in the inquiry method is greatly changed. His role is now seen to be that of inquirer, observer, process commentator, and adjuster.)

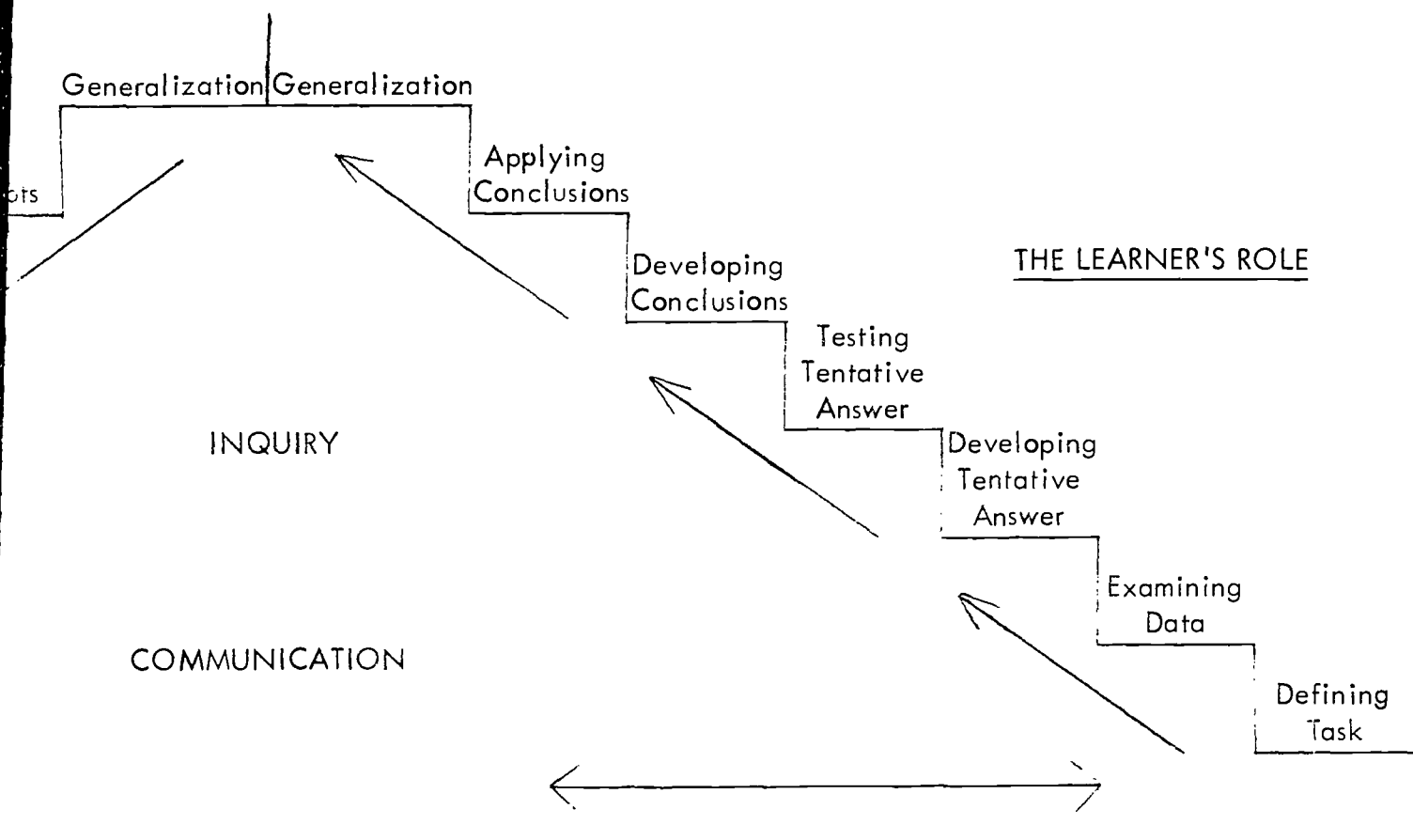
THE TEACHING-LEARNING PROCESS



Teachers should be aware that using the conceptual approach and discovery-inquiry method with their students. Concepts, skills, and data now come into play as interrelated items of central concern. Teachers plan teaching units in which they make use of the generalizations, concepts, sub-concepts defined in this guide.

The discovery-inquiry method is recommended for student learning activities in which they find meaning as they work with the data available in many forms of multimedia material. Skill development as progressive steps in the discovery-inquiry method.

THE TEACHING-LEARNING PROCESS



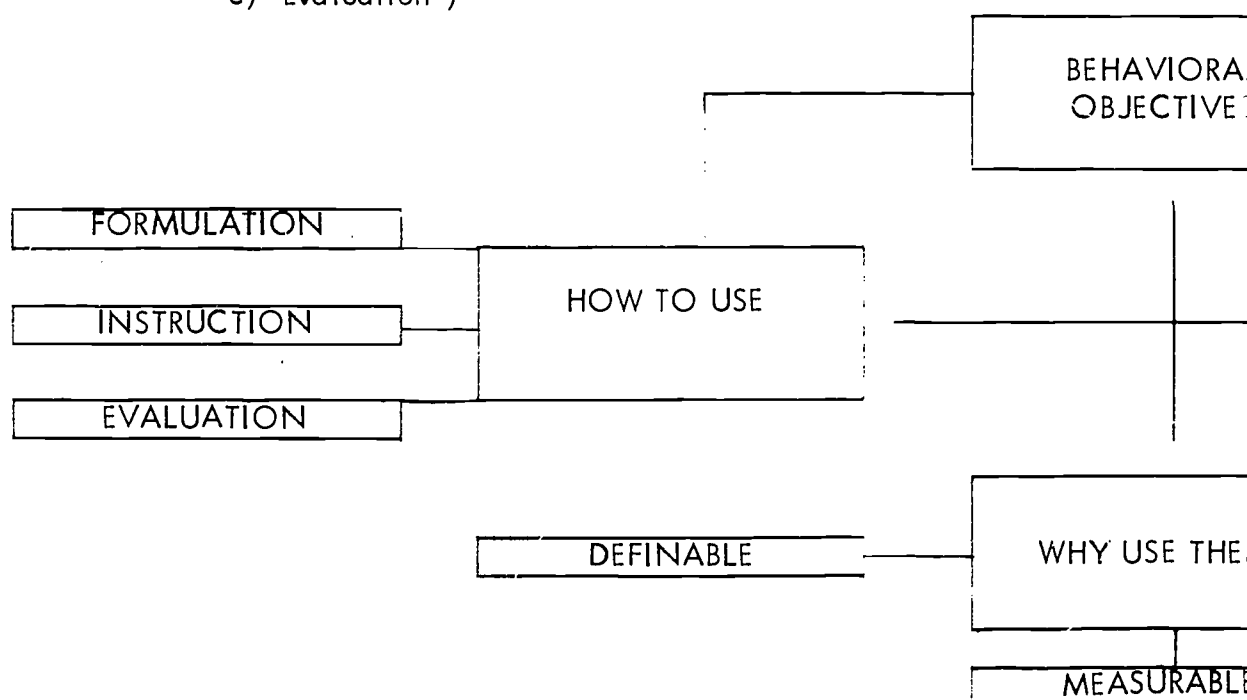
ceptual approach and discovery-inquiry method to instruction poses a new role for them and
 v come into play as interrelated items of central concern and control. It is suggested that
 ke use of the generalizations, concepts, sub-concepts, and behavioral objectives listed and

ed for student learning activities in which they will develop skills and acquire facts and
 e in many forms of multimedia material. Skill development levels through inquiry are seen
 method.

BEHAVIORAL OBJECTIVES

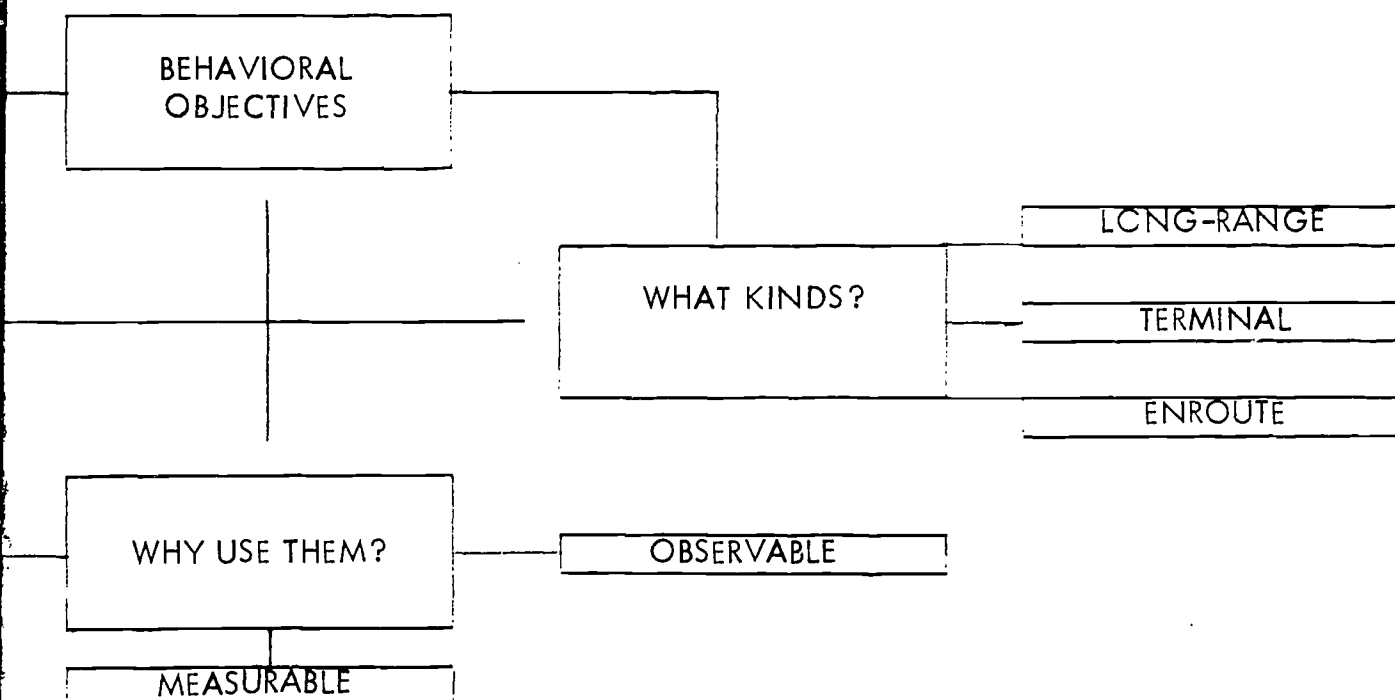
Behavioral objectives deserve an important place in the repertoire of those who design instruction. Consider the following questions:

1. Why use behavioral objectives?
 - a) Definable)
 - b) Observable)-- Learner Behavior
 - c) Measurable)
2. What are the kinds of behavioral objectives?
 - a) Long-range)
 - b) Terminal)-- Response/Product
 - c) Enroute)
3. How does the teacher use them?
 - a) Formulation)
 - b) Instruction)-- Sequential Design
 - c) Evaluation)



BEHAVIORAL OBJECTIVES

the repertoire of those who teach the new social sciences.



LONG-RANGE OBJECTIVES

1. The student does not select immediate solutions to the problem but proceeds to search for more sequences of alternate actions available to him. The student develops the ability to use social problem-solving tools.
 - A. The student must select a topic or problem from a given body of conceptual material and state it in a specific form.
 - B. He must then pose an answerable question that is not too general (e.g., What is the purpose of Congress?) (e.g., What day does Congress convene?) that offers a rewardable in-depth study.
 - C. He then must formulate a written hypothesis or set of hypotheses in relation to the question.
2. The student develops the ability to locate, identify, relate, and use empirical data (drawn from concepts, generalization) in the process of social inquiry and problem-solving.
 - A. Given a problem or question, the student must list and defend verbally or in written form the hypotheses or hypotheses equivalent, that offer material proving or disproving his hypothesis to his question.
 - B. This material must be periscoped into a brief and articulate written summary by the student.
3. The student must exhibit the ability to participate in open and respectful discussion of his work through the presentation of his question, the formulation of his hypothesis, and the development of his work. He reacts with a critical analysis of the presentation.

LONG-RANGE OBJECTIVES

to the problem but proceeds to search for meaning in the problem and explores the con-
n. The student develops the ability to use scientific and democratic processes as problem-

m from a given body of conceptual material and defend his interests verbally or in written

h that is not too general (e.g., What is the function of government?) nor too specific,
) that offers a rewardable in-depth study.

esis or set of hypotheses in relation to the question asked.

entify, relate, and use empirical data drawn from social and behavioral sciences (facts,
cial inquiry and problem-solving.

- must list and defend verbally or in written form a minimum of four references, or their
disproving his hypothesis to his question.

rief and articulate written summary by the student.

pate in open and respectful discussion of his premise in a seminar meeting. He does this
formulation of his hypothesis, and the development of a conclusion. His group in turn
ation.

GUIDE FORMAT

A

GENERALIZATIONS	CONCEPTS	SUB-CONCEPTS
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MODEL FORMAT

B

GENERALIZATION	CONCEPTS	SUB-CONCEPTS	BEHAVIORAL OBJECTIVES
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The main body of this guide is designed in a five column (A) arrangement that a teacher would perceive the process of its utilization. In the guide format, s are purposely omitted to allow the teacher to exercise his instructional individual and preferences. For explicit examples of how teaching techniques and learning models have been provided.

Essentially, this guide is one that is developmental--constantly, continually, in-service training, implementation, application, and evaluation. This feature involved in the developmental process. This has made the guide part of their

GUIDE FORMAT

CONCEPTS	SUB-CONCEPTS	BEHAVIORAL OBJECTIVES	SUGGESTED MULTI-MEDIA
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MODEL FORMAT

SUB-CONCEPTS	BEHAVIORAL OBJECTIVES	SUGGESTED TEACHING TECHNIQUES	SUGGESTED LEARNING ACTIVITIES	SUGGESTED MULTI-MEDIA
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in a five column (A) arrangement that is intended to portray a seven column (B) depiction of the way its utilization. In the guide format, suggested teaching techniques and suggested learning activities are intended to exercise his instructional individuality in developing these areas to fit his own particular needs. This has made the guide part of their own creative efforts thus stimulating more effective teaching.

developmental--constantly, continually, and ultimately--drawing on the Clark County School District's application, and evaluation. This feature is seen as having merit in that teachers, have been personally involved. This has made the guide part of their own creative efforts thus stimulating more effective teaching.

GENERALIZATIONS FROM THE DISCIPLINES WITHIN THE

Teaching social science through the use of major concepts involves an almost inherent conceptual structure of teaching and learning units. Therefore, it should be made clear that the generalizations are a few examples of how they may be used in lesson planning by the teacher.

There are other generalizations that can be cognized by the researcher. These are included in the appendices and are listed under the various disciplines to which they are most closely related.

History:

1. "Continuous and Unrelenting Change Has Been a Universal Constant Throughout Human History and Recorded Time." ¹
2. "History Makes Man Aware of the Possible Rather Than the Probable. It Provides Alternatives Concerning the Time in Which He Lives. History Offers a Basis for Decisions Upon Which to Base Such Decisions." ²
3. "Ideally, the Past Should Be Understood on Its Own Terms. It Should Be Evaluated on Its Own Standards, Values, Attitudes, and Beliefs That Were Dominant at the Time, Rather Than Evaluated Exclusively by Twentieth-Century Standards."
4. "Rarely Can Complex Historical Events Be Explained in Terms of a Single Cause. Rather, a Study of the Past Indicates That Multiple-Causality Is the Rule."
5. "The Record of the Past Is Irremediably Fragmentary, Selective, and Subjective. The 'Facts' Varies With the Individual Who Studies Them, and the Interpretation of the Facts in Terms of Its Own Needs, Aspirations, and Point of View."

Geography:

1. "Man's Use of the Land Is Seldom the Result of Any Single Phenomenon. It Is the Interplay of a Number of Phenomena, Both Physical and Human."
2. "The Evolution of Mankind from Isolated, Self-Sufficient Communities to a World of Trade, Migration, Diffusion of Ideas and Practices, and Growth of Culture."
3. "Each Culture Tends to View Its Physical Habitat Differently. The Level of Technology Determine Which Elements of the Land Are Significant."
4. "Every Region Is an Area Homogeneous in Terms of Specific Characteristics. The Delimitation Is Always Based on an Intellectual Judgment."

THE DISCIPLINES WITHIN THE SOCIAL SCIENCES*

involves an almost inherent contact with generalizations. They are closely related to any and should be made clear that the generalizations listed in this guide are recognized as being only by the teacher.

researcher. There are included as being essential to structures built for teaching processes they are most closely related.

Change Has Been a Universal Condition of Human Society Throughout Both Remembered

of the Possible Rather Than the Probable, Allowing Him to Choose Among Rational Alternatives in Which He Lives. History Offers No Immutable Laws, Givens, or Inevitables, However, Decisions." 2

Understood on Its Own Terms. Historical Events Should Be Examined in Light of the Values, and Beliefs That Were Dominant During a Given Period and for a Given People, Rather Than by Twentieth-Century Standards." 3

Historical Events Be Explained in Terms of a Simple, One-to-One, Cause-and-Effect Relationship. The Past Indicates That Multiple-Causation Is the Dominant Pattern." 4

Historically Fragmentary, Selective, and Biased. The Significance of Available Historical Evidence, the Individual Who Studies Them, and Each Generation Tends to Recreate and Rewrite History in Light of Its Aspirations, and Point of View." 5

are seldom the Result of Any Single Physical Factor. Rather, Such Utilization Is Determined by a Complex of Phenomena, Both Physical and Cultural." 6

Transition from Isolated, Self-Sufficient Communities to an Interdependent Whole Means Ever More Importance of Ideas and Practices, and Greater Importance of Relative Location or Situation." 7

How a Society Views Its Physical Habitat Differently. A Society's Value System, Goals, Organization, and Customs Determine Which Elements of the Land Are Prized and Utilized." 8

Regions are Homogeneous in Terms of Specific Criteria Chosen to Delimit It From Other Regions. This is Based on an Intellectual Judgment." 9

5. "The Character of a Place Is the Product of the Past and Present."

Economics:

1. "Every Society Has Some Kind of Economic System. It Regulates the Production and Use of Goods and Services and Reflects the Values of the Society."
2. "All Economic Systems Are Confronted by the Problem of Scarcity."
3. "Economic Conditions and Systems Change Over a Period of Time."
4. "Every Economic System Possesses Regularities Which Can Be Studied and Predicted."
5. "In a Modern, Complex Economic System, Individual Needs and Wants." ¹⁵

Sociology:

1. "Man Is a Social Animal Who Lives Always in Groups. His Behavior is Differentiated by Its Structure." ¹⁶
2. "A Society Exists in the Minds of Its Members and Occurs Through the Interaction of Those Members. The Mere Grouping or Aggregating of Individuals Does Not Create a Society."
3. "Man Is a Flexible, Becoming Creature. Through the Process of Socialization He Adapts to a Variety of Societies." ¹⁸
4. "The Interdependence of Groups in a Complex Contemporary Society." ¹⁹
5. "Every Group Is a Complex of Roles. Group Members Assume Different Roles and Expectations Associated with Those Roles. As a Member of a Group, One Assumes Different Roles During a Particular Period in His Life and at Various Stages of His Development."

Political Science:

1. "As a minimum condition for its existence a society establishes certain norms which are binding on all the people, provide for the resolution of conflicts, and maintain order."

... Is the Product of the Past as Well as an Interim Phase in an Ever Changing Existence." 10

... the Kind of Economic System. This Pattern of Arrangements Involves the Production, Distribution, Services and Reflects the Values and Objectives of the Particular Society." 11

... Are Confronted by the Problem of Relative Scarcity, of Unlimited Wants and Limited Resources." 12

... and Systems Change Over a Period of Time." 13

... m Possesses Regularities Which Make Certain Forms of Prediction Possible." 14

... Economic System, Individuals Are Dependent Upon Others for the Satisfaction of Many of Their

... al Who Lives Always in Groups. He May Belong to a Variety of Groups, Each of Which Can Be Structure." 16

... e Minds of Its Members and Occurs Only When There Is Communication or Interaction Among Mere Grouping or Aggregating of People Does Not Produce a Society." 17

... ecoming Creature. Through the Socialization Process, He Can Learn Approved Ways of Behaving ies." 18

... of Groups in a Complex Contemporary Society Serves as a Bond Which Holds That Society To-

... mplex of Roles. Group Members Perform Given Roles and Have Some Understanding of the Ex- with Those Roles. As a Member of Various Groups, a Person May Learn and Assume Different ular Period In His Life and at Various Stages in His Development and Maturation." 20

... on for its existence a society establishes authoritative institutions that can make decisions which e people, provide for the resolution of dissent, and effectively enforce basic rules." 21

2. "The nature of a given society's political system and the fundamental system of values to which the society adheres"
3. "Political ideals, values, attitudes, and institutions developed"
4. "In every society, individuals and groups disagree over social goals achieved, and over the enforcement of standards of behavior"

Anthropology:

1. "Culture is a total lifeway, not just a superficial set of customs which man perceives as he adapts to his world." 25
2. "Every cultural system is an interconnected series of ideas and actions which generally lead to changes in other segments of the system"
3. "Every human cultural system is logical and coherent in its internal structure available to the given community." 27
4. "The customs and beliefs of peoples are often made more complex by the relations among types of individual and group statuses and functions"
5. "The customs and beliefs of peoples are often made more complex from a logical and cultural perspective." 29
6. "Analysis of the implications (or 'functions') of cultural activities and the intentions of the people involved; but analysis must also include the 'latent functions' (called 'latent functions') of particular acts and beliefs"
7. "Study of practically any behaviors and beliefs among peoples is essential to understanding our own complex culture, for it appears that all peoples respond to the same fundamental human problems." 31
8. "Explanation of human behavior is essentially one-sided; the cultural, social, and psychological characteristics is determined by the biophysical environment." 32

given society's political system and the nature of its political behavior are closely related to the system of values to which the society adheres." 22

values, attitudes, and institutions develop and change over time." 23

, individuals and groups disagree over some societal goals and directions, over how aims will be over the enforcement of standards of behavior." 24

al lifeway, not just a superficial set of customs. It largely shapes how man feels, behaves, and perhaps to his world." 25

system is an interconnected series of ideas and patterns for behavior in which changes in one aspect to changes in other segments of the system." 26

cultural system is logical and coherent in its own terms, given the basic assumptions and knowledge of the given community." 27

a beliefs of peoples are often made more understandable by studying them in terms of the social intertypes of individual and group statuses and roles in social action." 28

a beliefs of peoples are often made more understandable if we examine them from a combined psycho-cultural perspective." 29

implications (or 'functions') of cultural behavior must take into account the explicit beliefs and the people involved; but analysis must also be made of the unnoticed, unintended, further consequences ('functions') of particular acts and beliefs." 30

cally any behaviors and beliefs among primitive peoples, no matter how unusual, is of direct relevance to our own complex culture, for it appears that humans everywhere shape their beliefs and behavior in the same fundamental human problems." 31

human behavior is essentially one-sided and incomplete unless information about man's biological, psychological, and psychological characteristics is taken into account, together with information about man's environment." 32

9. "Although the peoples of the world may be roughly (and arbitrarily) divided based on physical characteristics, there are no pure races, and probably a great number of individuals who are intermediate in racial characteristics, so that not only the 'Negroid,' 'Caucasoid,' and 'Mongoloid' peoples." 33
10. "There is no undisputed evidence of significant differences in ability or intelligence among the peoples of the world." 34
11. "Contrary to beliefs still widely held, individuals who are the products of cross-breeding are frequently superior to their 'pure-blooded' parents in strength, stature, and 'hybrid vigor' is well known among many species of 'lower' animals and plants." 35
12. "Anthropologists (and other scientists) have discovered no human biological characteristics that are determined by heredity, but only by experiences and environmental conditions. Conversely, no human characteristics are unaffected by genetically inherited biological factors." 36
13. "Practically all the significant differences in behavior among human populations (including differences in intelligence, and other psychological characteristics) are understandable in terms of biologically inherited characteristics." 37

peoples of the world may be roughly (and arbitrarily) divided into different 'races,' or major groups, racial characteristics, there are no pure races, and probably never have been. There are large numbers who are intermediate in racial characteristics, so that no sharp 'boundaries' can be drawn separating 'Caucasoid,' and 'Mongoloid' peoples." 33

undisputed evidence of significant differences in ability or intelligence among major racial groupings of

beliefs still widely held, individuals who are the products of racial 'mixing,' or interbreeding, are fre-
quently superior to their 'pure-blooded' parents in strength, stature, and other characteristics. This phenomenon of
hybrid vigor is well known among many species of 'lower' animals and plants as well." 35

Scientists (and other scientists) have discovered no human biological characteristics that are unaffected by life
and environmental conditions. Conversely, no human characteristics of thought or action can be regarded
as being determined solely by genetically inherited biological factors." 36

All the significant differences in behavior among human populations (including expression of attitudes,
and other psychological characteristics) are understandable as learned cultural patterns rather than
inherited characteristics." 37

FOOTNOTES

¹ Henry S. Commager, The Nature and the Study of History (Columbus: Charles E. Merrill Books, Inc., 1965), p. 100.

² Ibid., p. 110.

³ Ibid., p. 120.

⁴ Ibid., p. 131.

⁵ Ibid., p. 139.

⁶ Jan O. M. Broek, Geography: Its Scope and Spirit (Columbus: Charles E. Merrill Books, Inc., 1965), p. 81.

⁷ Ibid., p. 86.

⁸ Ibid., p. 92.

⁹ Ibid., p. 98.

¹⁰ Ibid., p. 105.

¹¹ Richard S. Martin and Reuben G. Miller, Economics and Its Significance (Columbus: Charles E. Merrill Books, Inc., 1965), p. 99.

¹² Ibid., p. 115.

¹³ Ibid., p. 129.

¹⁴ Ibid., p. 142.

¹⁵ Ibid., p. 155.

¹⁶ Caroline B. Rose, Sociology: The Study of Man in Society (Columbus: Charles E. Merrill Books, Inc., 1965), p. 63.

¹⁷Caroline B. Rose, Sociology: The Study of Man in Society (Columbus: Charles E. Merrill Books, Inc., 1965), p. 70.

¹⁸*Ibid.*, p. 79.

¹⁹*Ibid.*, p. 86.

²⁰*Ibid.*, p. 93.

²¹Francis J. Sorauf, Political Science: An Informal Overview (Columbus: Charles E. Merrill Books, Inc., 1965), p. 76.

²²*Ibid.*, p. 91.

²³*Ibid.*, p. 97.

²⁴*Ibid.*, p. 105.

²⁵Pertti J. Pelto, The Study of Anthropology (Columbus: Charles E. Merrill Books, Inc., 1965), p. 68.

²⁶*Ibid.*, p. 70.

²⁷*Ibid.*, p. 71.

²⁸*Ibid.*, p. 73.

²⁹*Ibid.*, p. 74.

³⁰*Ibid.*

³¹*Ibid.*, p. 75.

³²*Ibid.*

³³*Ibid.*, p. 76.

³⁴Pertti J. Pelto, The Study of Anthropology (Columbus: Charles E. Merrill Books, Inc., 1965), p. 76.

³⁵*ibid.*

³⁶*ibid.*

³⁷*ibid.*

MAJOR SOCIAL SCIENCE CONCEPTS DESCRIPTIONS OF CONCEPTS

A. Substantive: Concepts that deal with recall on recognition of ideas from phenomena.

1. Sovereignty of the Nation-State in the Community of Nations:
Contrary to popular belief that nations are as old as recorded history, the nation-state has only existed since the sixteenth century. Having gone through periods of steady development, nations are now going through a period of giving-way of sovereignty to a role of international cooperation. Nations take certain actions without consideration of the wishes of other states.
2. Conflict--Its Origin, Expression, and Resolution:
Conflict is characteristic of the growth and development of individuals and nations. It is necessary to respond to conflicting forces.
3. The Industrialization-Urbanization Syndrome:
If one were to attempt a description of the most important social trends in the world, the development and the movement of populations to the cities would be an integral part of the picture.
4. Secularization:
Early man attributed all his blessings, travails, and disasters to the gods. By the time of the nation-state, man was supreme in all the affairs of men. The development of the nation-state, nevertheless, has led to a new oriented pattern of basic values and beliefs.
5. Compromise and Adjustment:
Compromise and adjustment are the keys to successfully facing political, economic, and social problems. It faces the need to compromise and adjust to his physical as well as to his social environment.
6. Comparative Advantage:
Students should understand this concept in order to appreciate the need for international cooperation. If conflicts of any nature arise, there often comes a time when advantages must be sacrificed for total conformity by an opposing force. Without an understanding of this concept, no one ever does achieve "total victory."

* Roy A. Price, Major Concepts for Social Studies (Syracuse: Syracuse University Press, 1964).

MAJOR SOCIAL SCIENCE CONCEPTS AND DESCRIPTIONS OF CONCEPTS*

on recognition of ideas from phenomena within the social sciences.

Community of Nations:

As old as recorded history, the nation-state, nationalism, and sovereignty have emerged through periods of steady development, they reached a peak in the twentieth century and a way of sovereignty to a role of interdependence in which states feel they must not under-
on of the wishes of other states.

Resolution:

and development of individuals and of civilization as a whole. Society is constantly pressured

come:

the most important social trends in the world today, the inclusion of the quest for industrial
ations to the cities would be an intellectual mandate.

avails, and disasters to the gods. By the Middle Ages the universal church was considered
development of the nation-state, new cities, and industries changed all that to a more secular
efs.

to successfully facing political, economic, social, and religious change and conflict. Man
to his physical as well as to his social surroundings.

in order to appreciate the need for long-range consideration of goals and methods. When
n comes a time when advantages must be weighed because of the impossibility of assuring
Without an understanding of this concept, a citizen is ill-equipped to face a world in which
."

Social Studies (Syracuse: Syracuse University, 1965).

CONCEPTS (con't)

7. **Power:**
Power is a relationship by which one individual or group can take action that affects as both a goal and an instrument for achieving that goal. No student can fulfill his part in the procedure of a democracy without being aware of this concept.
8. **Morality and Choice:**
Any student who proposes to go through life having all decisions made for him is an automaton. To be more than a robot or a nonhuman animal, the citizen must deliberate upon and effect these decisions. Moreover, he must abide by his choices once they have been made.
9. **Scarcity:**
This concept refers to the fact that there is a limit to any nation's economic potential. Scarcity is a reference both to physical limitations and to limitations of a society.
10. **Input and Output:**
Input refers to those productive resources furnished by persons in producing a product (goods and services) produced for sale during a period of time, measured according to the value of the product. The student should expect that his reward in terms of consumption will be based largely on his contribution to the total output.
11. **Savings:**
This concept is concerned with the effects of claims (savings) on the American economy. The relationship between a corporation, individual, or government and someone else's savings and the relationship between the instability of a system is important to any discussion of inflation or recession. Study of saving by one unit to the claims on another unit, if they are to intelligently participate in the production of goods by productive adults.
12. **The Modified Market Economy:**
Students should understand the free private function of the entrepreneur, the growth of the source of capital (loans and grants), and the effect of this increasing role of the government in the enterprise market economy. Included should be an understanding of the position of the entrepreneur in terms of price, cost, monopoly, competition, supply, and demand.

CONCEPTS (con't)

by which one individual or group can take action that affects the behavior of another. It must be seen as an instrument for achieving that goal. No student can fulfill his potential role as a citizen participating in a democracy without being aware of this concept.

One who goes through life having all decisions made for him is an ideal future citizen for a totalitarian state. Not a human or a nonhuman animal, the citizen must deliberate upon decisions and participate in both making and choosing. Moreover, he must abide by his choices once they have been made.

Understanding the fact that there is a limit to any nation's economic potential and that a successful nation ought to get the most out of its resources. Scarcity is a reference both to physical limitations and to limitations relative to the wants of the people.

Productive resources furnished by persons in producing a product. Output means all the products produced for sale during a period of time, measured according to how much money is paid for these by buyers. The producer expects that his reward in terms of consumption will be based largely on his value as a producer.

Concerned with the effects of claims (savings) on the American economy and the rest of the world. The debt of a nation, or government is someone else's savings and the relationship of this situation to the stability or instability of the economy is important to any discussion of inflation or recession. Students must be cognizant of the relationships between the claims on one unit and the claims on another unit, if they are to intelligently participate in maintaining economic stability as citizens.

Free Economy:

Understand the free private function of the entrepreneur, the growing role of government as a market and as a regulator (through taxes and grants), and the effect of this increasing role of the government in modifying the free private economy. Included should be an understanding of the position of producer and consumer and the functions of monopoly, competition, supply, and demand.

CONCEPTS (con't)

(con't)

It is important for students to comprehend and weigh the values of freedom of limitations of these freedoms that justify themselves by professing to strengthen

13. Habitat and Its Significance:

Without interference of man, ecosystems are produced by areal associations of involves five groups of physical and biotic processes: (1) surface features, (2) Habitat provides the natural surrounding of man's occupancy of the earth. 1- concept regarding the significance of man to the features of habitat. The student and his culture are determined by physical surroundings and that he cannot alter

14. Culture:

Culture refers to a way of living that any society develops to meet its fundamental the ordering of social organizations; learned modes of behavior, knowledge, human association. Culture then is man's contribution to his environment. A in a sea of culture from birth to death, may help many young people to appreciate themselves as individuals.

15. Institution:

This is an organized way of doing something. It is a formal, recognized, established social activity. Institutions have been described as complex clusters of culture by a high degree of organization and permanence and revolving about at least our society is in some manner directed in his activities by our institutions, it how they affect us.

16. Social Control:

This concept deals with the mechanisms by which society exercises its dominance to its norms. Included as mechanisms are taboos, mores, customs, and laws. social controls at all levels of society.

CONCEPTS (con't)

comprehend and weigh the values of freedom of economics and social action against modifications or
it justify themselves by professing to strengthen and support the remaining freedoms.

cosystems are produced by areal associations of interconnected physical and biotic processes. In
and biotic processes: (1) surface features, (2) climate, (3) water, (4) biota, and (5) soils.
rounding of man's occupancy of the earth. It is of the utmost importance then to develop a valid
ce of man to the features of habitat. The student should not go out in life believing all his actions
by physical surroundings and that he cannot alter it.

g that any society develops to meet its fundamental needs for survival; perpetuation of the species;
ions; learned modes of behavior, knowledge, beliefs; and all other activities that are developed in
n is man's contribution to his environment. An understanding of each individual as a part, immersed
death, may help many young people to appreciate the relationship of the society around them to

ng something. It is a formal, recognized, established, and stabilized way of pursuing some major
ve been described as complex clusters of cultural meanings, norms, values, and behavior characterized
n and permanence and revolving about at least one major human need. Because every individual in
directed in his activities by our institutions, it is important to learn how they become established and

chanisms by which society exercises its dominance over component individuals and enforces conformity
anisms are taboos, mores, customs, and laws. Students should be aware of the need and existence of
society.

CONCEPTS (con't)

17. Social Change:

Change is a neutral process. It may be progress or decline, depending on the rate of change. A society may change at a more rapid rate than do other societies. There is probably no single factor responsible for all social change in all societies. Contact between cultures and exchange of goods with a culture often results in a modification of knowledge, attitudes, and values.

18. Interaction:

Within a given social system, the interaction of individuals and groups follows certain patterns that can be found in all social systems. Two general types of interaction - competition and cooperation - are specific forms of interaction. The basis of all human interaction is found in the social system, a part of a total conceptual picture that includes culture, society, social structure, and values.

B. Value: Concepts that deal with questions of attitude, beliefs, and principles.

1. Dignity of Man:

Dignity is defined as worth or merit. Human dignity should imply to every individual a sense of worth that exists because the individual exists, and not because of his achievements. A society would respect the dignity of all other men.

2. Empathy:

The Dictionary of Social Sciences defines empathy as the ability to understand the feelings, own experience and behavior. Empathy has been referred to as "putting oneself in the shoes of another."

3. Loyalty:

Loyalty is the willing devotion of an individual to a cause greater than his personal interests. In the development of the concept of loyalty, one is as concerned with the social processes and ideas as he is to individuals or states. Process refers to the social and cultural values of a given society.

4. Government by Consent of the Governed:

Government is the creation of man to secure the rights of the individual. Whenever government fails to secure these rights, the people may alter it or abolish it.

CONCEPTS (con't)

cess. It may be progress or decline, depending on the perspective of the observer. Some societies
ate than do other societies. There is probably no one factor or consistent set of factors that is
change in all societies. Contact between cultures or the interactions of new ideas or material
en results in a modification of knowledge, attitudes, and skills of the people.

ystem, the interaction of individuals and groups follows certain common types or forms. These forms
al systems. Two general types of interaction - competition and cooperation - include all the more
erion. The basis of all human interaction is found in social systems. This specific concept becomes
erual picture that includes culture, society, social control, and social change.

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navior. Empathy has been referred to as "putting one's self in the other man's shoes."

evotion of an individual to a cause greater than himself, as represented by an institution, idea, or
oment of the concept of loyalty, one is as concerned with the more sophisticated level of loyalty to
ne is to individuals or states. Process refers to those who are employed to achieve as ends the other
ven society.

it of the Governed:

ation of man to secure the rights of the individual to safety, tranquility, freedom, and happiness.
fails to secure these rights, the people may alter it to make it a more effective instrument of their

CONCEPTS (con't)

5. Freedom and Equality:
Freedom refers to the relative absence of perceived external restraint. Freedom has come to mean equality before law, equal access to suffrage, and may mean chaos and equality may become the tyranny of the majority.
- C. Method: Concepts that deal with techniques, skills, and aspects used in social science disciplines and concepts that cross the lines of all the social science disciplines.
 1. Historical Method and Point of View:
Historical method is recognizing and dealing with evidence, establishing facts, evaluation of facts, interpretation, chronology, and causation.
 2. The Geographical Approach:
Geography is the field of learning that undertakes to develop concepts. Attention is focused on the areal association of things and events and events that are thus associated. The distinctive purpose of geography is the action of things and events related to unlike processes that are associated. Geography has examined the interaction between man and his habitat. Equal attention is given to diverse cultural processes or among physical and biotic phenomena and sequences of differences from place to place on the earth.
 3. Causation:
In the teaching of the causation concept, we aim to develop a method of understanding effects around us. Causation, as an aspect of method, should be taught.
- D. Techniques and Aspects of Method: These eight techniques of skills and aspects are envisioned as inevitable skills and approaches are utilized.
 1. Observation, Classification, and Measurement
 2. Analysis and Synthesis
 3. Questions and Answers
 4. Objectivity

CONCEPTS (con't)

ence of perceived external restraints on individual behavior. In the western world, equality of law, equal access to suffrage, and equality of opportunity. Taken to extremes, freedom may become the tyranny of the majority.

iques, skills, and aspects used in obtaining information. They are broader methodological concepts for all the social science disciplines.

view:

and dealing with evidence, epistemology, thesis, hypothesis, point of view, selection of evidence, interpretation, chronology, and causal relationships.

that undertakes to develop concepts based on the chronological principle. In this field, the association of things and events of unlike origin and on the interconnections among things and events. The distinctive purpose of geographic study is to develop concepts regarding the interaction of unlike processes that are associated with particular areas. Traditionally, geography has been concerned with the interaction between man and his habitat. Equally significant are the studies of the interaction among physical and biotic phenomena. Geography seeks understanding of the causes and consequences of human and natural processes on the earth.

concept, we aim to develop a method of thinking as well as understanding of causes and consequences. An aspect of method, should be integrated with the substance of several disciplines.

These eight techniques of skills and/or behavior are not identified as concepts as such. They are envisioned as inevitable skills coming into focus as inquiry methods and conceptual approaches are utilized.

and Measurement

5. Skepticism
6. Interpretation
7. Evaluation
8. Evidence

CLARK COUNTY SCHOOL DISTRICT
SOCIAL SCIENCE MULTI-MEDIA SELECTION COMMITTEE

AIMS AND OBJECTIVES

We accept the guidelines established by the Clark County Curriculum Task Force for the social science disciplines. The guidelines emphasize a conceptual approach and a discovery-inquiry method with emphasis on the use of multimedia. Since we accept the product of their new approach, we feel it behooves us to make an eclectic selection of media with which to implement this program.

In light of this fact, we will seek and recommend those materials designed to enhance the development of the generalizations and concepts set down by the curriculum committee in their curriculum.

Recognizing that most publishers aren't prepared to meet our needs to the extent that we desire, we will present the concepts and generalizations and ask them to apply their material to the conceptual areas.

We also resolve to impress upon the publishing companies, directly and through their representatives, the need for new media and vow to join with our colleagues from other parts of the country to develop new media.

The following list of multimedia is presented as a total package. Teachers are to be aware that the materials are selected for use from any or all of the various disciplines. Teachers and principals should judge the materials for their own use.

The areas of breakdown within the package are self-explanatory. Such areas as films, filmstrips, and television programs. Several new definitions are presented in relationship to textbook materials. The following are the definitions.

Standard Focal Reference Guides are materials usually compiled in a single volume that give a broad overview of a concept. The materials are not limited to a single concept. They represent a basis of sophistication from which to develop on the continuum.

A Concept Penetration Source is a tool by which the student and teacher may delve into an area of study.

Although the committee did review numerous ITV programs, none were recommended. It was suggested that the station produce local programs that would better correlate with the new social science program. This type of media is available for this.

CLARK COUNTY SCHOOL DISTRICT
SOCIAL SCIENCE MULTI-MEDIA SELECTION COMMITTEE

AIMS AND OBJECTIVES

Clark County Curriculum Task Force for the social sciences as published in their curriculum guide. These and a discovery-inquiry method with emphasis on critical thinking skills, a program reflecting all the media. Since we accept the product of their efforts and recognize it as a radical departure from the method, we feel it behooves us to make an equally radical departure in establishing guidelines to select materials.

and those materials designed to enhance the development of the aforementioned program using as our guide those materials recommended by the curriculum committee in their curriculum guide.

needed to meet our needs to the extent that we desire, we will select those materials most applicable to this program. To state this, we will present the concepts and generalizations to the various companies and their representatives in the conceptual areas.

companies, directly and through their representatives, the measure of impatience that we harbor with our colleagues from other parts of the country to assist publishers in finding new directions in social science education.

as a total package. Teachers are to be aware that with an interdisciplinary approach, materials can be developed in many disciplines. Teachers and principals should jointly make this decision, if possible.

be self-explanatory. Such areas as films, filmstrips, records, and transparencies are traditional in nature. Their relationship to textbook materials. The following are these definitions:

is usually compiled in a single volume that give a broad view of the mainstreams of social science. These materials represent a basis of sophistication from which the student is led to a higher level of sophistication.

in which the student and teacher may delve into an area of research.

TV programs, none were recommended. It was the decision of the committee that the District television program should correlate with the new social science program in Clark County. It was felt that local teacher experience

KINDERGARTEN MODEL ANTHROPOLOGY	GENERALIZATION	CONCEPTS	SUB-CONCEPTS
	<p>Culture is a total lifeway, not just a superficial set of customs. It largely shapes how man feels, behaves, and perceives as he adapts to his world.</p>	<p>I. Conflict</p>	<p>A. Conflict is characteristic of growth and development of the individual and of civilization.</p> <p>B. Society is constantly changing and must respond to conflicting interests. Rather than to minimize conflict, we should help young students from the beginning of their existence, we should help them to develop attitudes toward conflict and the reality with which they must cope.</p> <p>C. This concept is developed to help the student to acquire social patterns of conflict resolution with classmates, between groups, and the state, or between nations to be used throughout life.</p>

Vehicle

Home and
School

CONCEPTS	SUB-CONCEPTS	BEHAVIORAL OBJECTIVES
Conflict	<p>A. Conflict is characteristic of the growth and development of an individual and of civilization as a whole.</p> <p>B. Society is constantly pressured to respond to conflicting forces. Rather than to minimize conflict or shield young students from the fact of its existence, we should make them aware of the origins of conflict and help them to develop healthy attitudes toward conflict as an aspect of reality with which they must learn to cope.</p> <p>C. This concept is developed to assist the student to acquire satisfactory patterns of conflict resolution whether with classmates, between individuals and the state, or between nations to be used throughout life.</p>	<p>A. The student will describe orally what might happen if he does not learn how to take "turns" at a drinking fountain in the classroom or on the school playground, and then demonstrate that correct behavior during the school day.</p> <p>B. The student will describe orally what might happen if he or his group would not go to a designated area during the school's fire drill exercises, and then demonstrate that correct behavior during the school day.</p> <p>C. The student will describe orally how children learn to get along in the classroom and on the playground, and then follow the school rules for any of his daily school activities.</p>

SUGGESTED TEACHING PROCEDURE	
<p>A. The teacher will explain and develop the meaning of the phrase "take turns." The teacher will demonstrate with the group in the classroom how to take turns with the following: (1) getting a drink at the water fountain, (2) selecting crayons, (3) choosing a picture book, and (4) taking a carton of milk. The teacher will demonstrate with the group on the playground how to take turns on the swings. The teacher will show films, filmstrips, and pictures to teach the student how to take turns.</p> <p>B. The teacher will explain and develop the meaning of a fire drill and its importance. Include the following: (1) Why do we need to go to a designated area on the playground? (2) What would happen if we did not? (3) What would happen if another group was in our designated area? (4) What might happen if some of us walked too slowly, fell down, or played on the way? Use filmstrips and visual aids to demonstrate proper behavior during a fire drill.</p> <p>C. The teacher will explain the meaning of "rules," "behavior," and "getting along." The teacher will demonstrate with the group in the classroom and on the playground why we need rules in school to (1) pass quietly, (2) to raise our hand before speaking, (3) to eat our lunch without spilling food, and (4) to play with toys and playground equipment properly.</p>	<p>A. The teacher using the filmstrips to emphasize this concept in the classroom.</p> <p>B. The teacher will use the following steps: (1) Why do we need to go to a designated area on the playground, (2) What would happen if we did not? and girls run to the designated area. What might happen if some of us walked too slowly, fell down, or played on the way? children must follow the rules.</p> <p>C. The teacher will explain the meaning of "rules," "behavior," and "getting along" by using the filmstrips, slides, and pictures.</p>

	SUGGESTED LEARNING ACTIVITIES
<p>phrase "take turns." om how to take ountain, (2) se- ng a carton of milk. ound how to take ps, and pictures to</p> <p>the drill and its im- go to a designated d not? (3) What ? (4) What might ayed on the way? ior during a fire</p> <p>or," and "getting he classroom and on quietly, (2) to out spilling food, and</p>	<p>A. The teacher may explain and develop the meaning of the phrase "take turns" by using the following teaching techniques: (1) reading appropriate stories to emphasize this skill, (2) showing films about safety on the playground and behavior in the classroom, and (3) role-playing in the classroom or on the playground.</p> <p>B. The teacher may explain and develop the meaning of a fire drill in the following steps: (1) the teacher will take her group to their designated area on the playground, (2) the teacher will demonstrate and explain what might happen if boys and girls run or walk too slowly, (3) the teacher will demonstrate and explain what might happen if a group was in its area and what could be done, and (4) children may draw pictures and role-play events in this unit.</p> <p>C. The teacher may explain and develop the meaning of "behavior" and "getting along" by (1) reading stories to the children, (2) showing pictures, filmstrips, slides, and movie films, (3) using dioramas and (4) role-playing.</p>

SUGGESTED MULTIMEDIA		
<u>FILMS</u>	<u>FILMSTRIPS</u>	<u>BOOKS</u>
A. "Beginning Responsibility-Books and Their Care" F0410 "Beginning Responsibility-Doing Things for Ourselves in School" F5270 "Beginning Responsibility-Lunchroom Manners" F5271 "Beginning Responsibility-Other People's Things" F5272 "Beginning Responsibility-Rules at School" F5273 "Courtesy for Beginners" F5582 "Let's Share With Others" F0455 "Primary Safety-in the School Building" F5434 "Primary Safety-on the Playground" F5435 "Safety Rules for School" F5603		
B. "City Fire Fighters" F0425 "The Helpful Little Fireman" F5349		

UGGESTED MULTIMEDIA

BOOKS

OTHER

the Sumner"
Safe and Healthy"

Firemen and School Safety

Resource people such as a visit from
the school principal to explain taking
turns and safety.

Arrange for a fireman to visit the
classroom.

TEACHER NOTES:

CONCEPTS	SUB-CONCEPTS	
II. Social change	<p>A. Change is a neutral process. Some societies change at a more rapid rate than others.</p> <p>B. Some institutions within a society change at a more rapid rate than do other institutions in the same society.</p> <p>C. There are many causes for social change such as: (1) contact between cultures, (2) the interaction of new ideas or materials within a culture, and (3) the development of modern means of communication and transportation.</p>	<p>A.</p> <p>B.</p> <p>C.</p>

	BEHAVIORAL OBJECTIVES
<p>societies change at</p> <p>change at a more</p> <p>in the same society.</p> <p>change such as:</p> <p>the interaction of</p> <p>ture, and (3) the</p> <p>mmunication and</p>	<p>A. The student will describe ways in which a given intact social unit can change, e.g., family, neighborhood, group at school, community.</p> <p>B. The student will describe orally the difference between the acquisition of food in the old West and the acquisition of food today.</p> <p>C. The student, given a picture of a social effect, will correctly choose the cause from a pictorial display.</p>

SUGGESTED TEACHING PROCEDURE	
<p>A. The teacher will explain and develop the meaning of family, neighborhood, community, change, and growth. The teacher will show and develop the meaning of how a family may change by the following: (1) new baby in the family, (2) new member in the family such as an adopted child, (3) father may leave the family, or (4) mother may leave the family. The unit may be further developed by showing how the class at school changes and how the neighborhood grows and changes.</p>	<p>A. The teacher will explain and develop the meaning of family, neighborhood, community, change, and growth. The teacher will show and develop the meaning of how a family may change by the following: (1) new baby in the family, (2) new member in the family such as an adopted child, (3) father may leave the family, or (4) mother may leave the family. The unit may be further developed by showing how the class at school changes and how the neighborhood grows and changes.</p>
<p>B. The teacher will explain the various functions of different types of stores: (1) drug store, (2) bakery, (3) clothing store, (4) grocery store, (5) meat market, (6) hardware store, and (7) candy store. The teacher will explain that years ago we had a general store that sold many things. Today we have stores that sell specific things and supermarkets or department stores that sell many things.</p>	<p>B. The teacher will explain the various functions of different types of stores: (1) drug store, (2) bakery, (3) clothing store, (4) grocery store, (5) meat market, (6) hardware store, and (7) candy store. The teacher will explain that years ago we had a general store that sold many things. Today we have stores that sell specific things and supermarkets or department stores that sell many things.</p>
<p>C. The teacher will explain, develop, and review the meaning of "change" in the family, school group, neighborhood, community, city, and state of Nevada. (1) The teacher will explain and develop the meaning of contact between cultures by discussing the following: (a) When your family has a picnic in the park you may meet a Spanish-American family, a Negro family, a Puerto Rican family, or another family group. (b) When you go to the bowling alley with mother and father you may stay in the nursery and play with children different than you. (2) You may learn a new game or a new song from the children you play with at the park or bowling alley nursery. (3) You may take a field trip or go with your parents to visit the airport terminal in Las Vegas. You may discuss how travel is faster today and people come to Las Vegas from all over the world. These people bring new ideas of living, eating, working (making a living), and entertaining.</p>	<p>C. The teacher will explain, develop, and review the meaning of "change" in the family, school group, neighborhood, community, city, and state of Nevada. (1) The teacher will explain and develop the meaning of contact between cultures by discussing the following: (a) When your family has a picnic in the park you may meet a Spanish-American family, a Negro family, a Puerto Rican family, or another family group. (b) When you go to the bowling alley with mother and father you may stay in the nursery and play with children different than you. (2) You may learn a new game or a new song from the children you play with at the park or bowling alley nursery. (3) You may take a field trip or go with your parents to visit the airport terminal in Las Vegas. You may discuss how travel is faster today and people come to Las Vegas from all over the world. These people bring new ideas of living, eating, working (making a living), and entertaining.</p>

SUGGESTED LEARNING ACTIVITIES

- A. The teacher will explain and develop the meaning of family, neighborhood, community, change, and growth by using the following teaching techniques: (1) showing charts and pictures of families, (2) showing films, slides, and filmstrips of families and how they change, (3) reading stories, (4) playing games, (5) indoor and outdoor role-playing activities, and (6) making a scrapbook of pictures from magazines brought to school by the children.
- B. The teacher will explain and develop the meaning of supermarkets and show a comparison to other stores by using the following teaching techniques: (1) reading aloud appropriate stories, (2) having the children draw pictures of different kinds of stores, (3) visiting a supermarket, (4) building several stores in the classroom, and (5) making a scrapbook of pictures of food sold in a supermarket.
- C. The teacher will develop the causes for social change by discussing with the group change in family, school groups, community, city, and state of Nevada by showing films, filmstrips, reading stories, taking field trips, and by role-playing. Children could make a big scrapbook of magazine pictures of parks, cities, and communities.

FILMSFILMSTRIPS

- A. "Family Teamwork and You" F1479
"Our Family Works Together" F5596
- B. "Bakery Beat" F1209
"The Food Store" F0783
"The Story of the Wholesale Market" F5607
"Your Food" F5038
- C. (1) "An Airplane Trip by Jet" F0647
(2) "Beginning Responsibility"
(a) "Books and Their Care" F0410
(b) "Doing Things for Ourselves in
School" F5270
(c) "Lunchroom Manners" F5271
(d) "Other People's Things" F5272
(e) "Rules at School" F5273
(3) "The Busy Airport" F5287
(4) "Courtesy for Beginners" F5582
(5) "Let's Share With Others" F0455
(6) "Primary Safety-in the School Building" F5434
(7) "Primary Safety-on the Playground" F5435
(8) "Safety Rules for School" F5603

SUGGESTED MULTIMEDIA

BOOKS

The Baker
Foods
Community Helpers
The Storekeeper
How to Keep Healthy

OTHER

A visit by the mayor to the classroom

Resource person, such as a druggist or a baker

CONCEPTS	SUB-CONCEPTS	
III. Empathy	<p>A. Empathy is the concept of demonstrating the ability to understand others through one's self-responses that are identical with or similar to the responses of others.</p> <p>B. Empathy is a basic function in society in relation to sharing the attitudes and behavior of others.</p> <p>C. The ability to exert empathy depends on the amount of knowledge and experience one has when attempting to understand a person or a problem.</p>	<p>A. The student w group on the</p> <p>B. The student, describe oral</p> <p>C. The student w</p>

	BEHAVIORAL OBJECTIVES
ing the ability to responses that are ses of others.	A. The student will describe orally how other children feel with a strange group on the first day of school.
y in relation to others.	B. The student, given the picture of a child lost in a department store, will describe orally how the child would feel.
on the amount of hen attempting to	C. The student will describe orally how he would feel if he lost his pet.

SUGGESTED TEACHING PROCEDURE	
<p>A. The teacher will explain and develop the meaning of the following words: (1) feelings, (2) sadness, (3) happiness, (4) aloneness, (5) togetherness, (6) friendliness, and (7) aggressiveness.</p> <p>B. The teacher will explain the meaning of lost and attempt to convey the feeling one would have if he were lost and ask, "What would you do if you were lost in a department store?" The teacher may (1) have students role-play, (2) compare this experience to animals getting lost, (3) use pictures and other visual aids to teach this concept, and (4) read stories and ask children if they have ever been lost.</p> <p>C. The teacher will explain and develop the meaning of "lost" by asking the following: (1) Did you ever have a pet? (2) What kind of a pet did you have? (3) Was it a baby or grown animal? (4) Did you ever lose your pet? (5) How did you lose it? (6) How did you feel after it was gone? (7) How many children have ever lost a pet? (8) Did you ever get the pet back? (9) How did you feel when the pet came back?</p>	<p>A. The teacher will discuss with the individual mother goes father leave the group mother and how they</p> <p>B. The teacher will follow around the have had what they have been</p> <p>C. The teacher would the students filmstrips</p>

SUGGESTED MULTIMEDIA

FILMS

FILMSTRIPS

- A. "Family Teamwork and You"
 "Animals Growing Up" F0228
 "Animals and Their Homes" F0227
 "Animals and Their Food" F0224

Teacher m
 children,
 being "los

SUGGESTED MULTIMEDIA

BOOKS

Teacher may read stories about children, pets, and articles being "lost."

OTHER

Pictures of lost people and articles.

CONCEPTS	SUB-CONCEPTS	
IV. Compromise and adjustment	<p>A. Compromise and adjustment are the key to successfully facing political, economic, social, and religious change and conflict.</p> <p>B. Man faces the need to compromise and adjust to his physical, economic, social, political, and religious surroundings.</p> <p>C. Each culture is only a small part of a product of its own invention and discovery; it is the result of adjustment and compromise. Survival depends upon the ability to adjust and compromise.</p> <p>D. Man should recognize compromise and adjustment as a natural evolutionary concept and not interpret it as a sign of weakness or surrender.</p>	<p>A. The student in the class expresses his view.</p> <p>B. The student and adjust (4) animals.</p> <p>C. The student adjusted (American).</p> <p>D. The student adjusts and tells.</p>

	BEHAVIORAL OBJECTIVES
<p>the keys to successfully and religious change</p> <p>and adjust to his cal, and religious</p> <p>of a product of its own result of adjustment s upon the ability</p> <p>and adjustment as a not interpret it as a</p>	<p>A. The student will describe orally the ways a given candidate for a job in the city government (Las Vegas) might have to compromise and adjust his views in order to get the public to vote for him.</p> <p>B. The student will describe orally the ways in which he must compromise and adjust to the changes in the (1) climate, (2) clothing, (3) plants, (4) animal life, and (5) work and play in the desert (Las Vegas).</p> <p>C. The student will describe and draw pictures showing how the Pilgrims adjusted their living habits in order to survive in their new environment (America).</p> <p>D. The student, given a situation where an individual tells the truth and adjusts to a group, will describe the characteristics of the individual and tell why telling the truth was best in the situation.</p>

SUGGESTED TEACHING PROCEDURE

- A. The teacher will explain such words as "government," "vote," and "voting machine." The teacher will discuss the following: Why do people want a certain job in government? How do they get these jobs? What are the different jobs people want?
- B. This unit of work could be presented in the fall in connection with a unit on Nevada. The teacher will discuss: (1) Why do people wear different clothing when they move to the desert? (2) How do plants adjust to living in the desert? (cacti absorb water during the rainy season to last them during the summer.) (3) What kinds of animals are found in the desert, how do they protect themselves from the heat, and what do they eat? and (4) How do people adjust to their work and in what kinds of recreation do they participate?
- C. This unit of work would best be taught in November about Thanksgiving time. To develop this unit best we have used the "Pilgrims." The teacher would discuss the following: Who were the Pilgrims? Where did they come from? Why did they come to our country? How did they come to America? What kind of food did they have? What kind of clothing? What kind of homes? Who helped them? What was the first Thanksgiving and why do we have a Thanksgiving holiday?
- D. This would be an excellent unit of work to introduce in February. It may be taught along with a discussion of George Washington's life history. The teacher should discuss truthfulness. Tell the story of George Washington and his mother's colt. (1) What happens at home if you are untruthful? (2) Are you rewarded for telling the truth?

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	SUGGESTED LEARNING ACTIVITIES
and "voting machine." certain job in different jobs people want?	A. This would be a good unit of work particularly during election time. Most schools are used for public voting. Kindergarten children are normally very curious about people voting and why they vote. It would be suggested that at some time the teacher take the children to see the place where people vote. The teacher may proceed from here to develop this objective in her own way.
with a unit on Nevada. something when they move it? (cacti absorb water what kinds of animals the heat, and what do what kinds of	B. The teacher could take her class on a walking trip to the nearby desert, to the Convention Center to view the stuffed birds and animals of the desert, or to the Nevada State Museum in Henderson, Nevada. The children might be asked to bring pictures of the animals of the desert or plants of the desert.
Thanksgiving time. teacher would discuss re from? Why did they at kind of food did Who helped them? Thanksgiving holiday?	C. This activity may be taught best by role-playing; making paper costumes; hearing the story; and coloring pilgrims, Indians, and turkey pictures (getting the idea of how these people dressed). Students might bring materials for planting corn. Discuss how the pilgrims survived the first winter.
February. It may be taught The teacher should and his mother's colt. you rewarded for telling	D. Role-play stories from the life of George Washington such as the cherry tree, mother's colt, and other stories teaching honesty and truthfulness. Listen to stories. Draw pictures.

SUGGESTED MULTIMEDIA

FILMS

- B. F 5539 "Desert Sheep Ranch"
- F 0556 "The Desert"
- F 0612 "Coco on the Desert"

C. F 1494 "The Pilgrim Adventure"

- D. F 0173 "George Washington"
- F 1205 "George Washington's Greatest Victory"

FILMSTRIPS

"Animals and Plants of the Desert"

SUGGESTED MULTIMEDIA

ASTRIPS

s and Plants of the

BOOKS

OTHER

Pictures

Stories of the first Thanksgiving.

CONCEPTS	SUB-CONCEPTS	
V. Social control	<p>A. There are many types of authority that act as means of social control.</p> <p>B. There is a need for social control at all levels of society.</p>	<p>A. The student will make rules and en</p> <p>B. The student will n city, (4) the state</p>

S	BEHAVIORAL OBJECTIVES
<p>ity that act as means</p> <p>ontrol at all levels of</p>	<p>A. The student will name the authorities in the home and in the school who help make rules and enforce them.</p> <p>B. The student will name the authority of the (1) family, (2) the school, (3) the city, (4) the state, and (5) the country.</p>

SUGGESTED TEACHING TECHNIQUES	
A. This unit of work may be used in conjunction with taking a different aspect of the father, mother, principal, or policeman who help us to enforce the laws or follow the rules.	A.
B. The teacher may introduce this unit by talking about the "head of the family," father, and proceed as far as she wants to, discussing the heads of various organizations.	B.

	SUGGESTED LEARNING ACTIVITIES
<p>parent aspect reinforce the</p> <p>of the family," of various</p>	<p>A. The student may dramatize, role-play, tell stories, play games, draw pictures, or take a field trip to the principal's office or police station.</p> <p>B. Role-playing or dramatization would be effective here. The student may draw pictures and make booklets. The student could bring pictures and paste them on large construction paper making a scrapbook.</p>

FILMSFILMSTRIPS

- A. "Policeman Walt Learns His Job" F 0481
"Policeman Day and Night" F 5498

SUGGESTED MULTIMEDIA

STRIPS

BOOKS

OTHER

Stories, games, pictures, and resource people.

ALIZATION	CONCEPTS	SUB-CONCEPTS
<p>cial animal who ups. He may belong of groups, each of be differentiated by</p>	Culture	<p>A. People are much alike in feelings and needs, although they often differ in appearance, ideas, and customs.</p> <p>B. People in other lands have customs and traditions that have been passed down to them.</p> <p>C. People throughout the world today are striving to keep certain cultures and traditions that they value and at the same time, making changes to improve their way of life.</p> <p>D. Individuals and groups of individuals of diverse background have contributed to our cultural heritage.</p>
	Institution	<p>A. Every institution has special statutes and roles.</p> <p>B. The three primary institutions in American society have different effects on individuals within the society.</p> <p>C. Institutions are creations that developed from needs of human beings.</p> <p>D. Every major institution must have organization and a code of norms and specifications.</p>
	Interaction	<p>A. Individuals enter into relationships with a great number of individuals and groups.</p> <p>B. Within a social system, the interaction of individuals and groups follows a certain form.</p> <p>C. Two general types of interaction are competition and cooperation.</p> <p>D. The basis of all human interaction is found in social systems.</p>

BEHAVIORAL OBJECTIVES

- A. The student can distinguish the families of different regions in the United States with respect to depicting varying ways of life and stating orally whether the area portrayed is in the North or South.
 - B. The student will verbally identify the countries of the United States, Congo, Brazil, Holland, India, and China.
 - C. The student will describe why some people in the United States, Holland, India, Brazil, China, and Japan are different from them.
 - D. The student will tell the nationality of his parentage and where his parents or grandparents were born.
-
- A. The student will identify from pictures the different roles he plays in his family, church, and school.
 - B. The student will construct pictures of how the roles differ between himself and his family in different settings.
 - C. The student will name problems caused if there were no families, schools, and churches in the community.
 - D. The student will name the various rules in the primary institution and the need for them.
-
- A. The student will identify the various individuals, who are part of the school setting, with whom he interacts.
 - B. The student, in his own terms, will describe why there are rules in various social situations.
 - C. The student will name a game in which competition is the main component and a game in which cooperation is the main component.
 - D. The student will draw a picture depicting interaction in a social system.

BEHAVIORAL OBJECTIVES

regions in the United States with respect to appearance and customs by pointing correctly to pictures whether the area portrayed is in the North, South, East, or West.

United States, Congo, Brazil, Holland, and India from pictures depicting customs and traditions of these

United States, Holland, India, Brazil, and Congo want to keep their old customs, while others want to change

and where his parents or grandparents originally settled in the United States.

es he plays in his family, church, and school.

fer between himself and his family in the family setting.

o families, schools, and churches in the world.

stitution and the need for them.

are part of the school setting, with whom he interacts.

are rules in various social situations.

ne main component and a game in which cooperation is a component.

n a social system.

GENERALIZATION	CONCEPTS	
<p>Man is a flexible, becoming creature. Through the socialization process, he can learn approved ways of behaving in a variety of societies.</p>	Morality and choice	<p>A. Morality dictates a standard of value.</p> <p>B. Man as a reasoning animal has the opportunity to make decisions.</p> <p>C. Morality implies conscience and choice.</p>
	Culture	<p>A. People are much alike in feelings and reactions.</p> <p>B. People in other lands have customs and traditions.</p> <p>C. People throughout the world today are making changes at the same time, making changes to improve their lives.</p> <p>D. Individuals and groups of individuals of different cultures are making changes.</p>
	Compromise and adjustment	<p>A. Compromise and adjustment are the key to survival in a changing world.</p> <p>B. Man faces the need to compromise and adjust to his surroundings.</p> <p>C. Each culture is only a small part of a larger world of adjustment and compromise.</p> <p>D. Man should recognize compromise and adjustment as a sign of weakness or surrender.</p>

SUB-CONCEPTS

y dictates a standard of value.

a reasoning animal has the opportunity to make free choices but must accept responsibility for these ns.

y implies conscience and choice implies responsibility.

are much alike in feelings and needs, although they often differ in appearance, ideas, and customs.

in other lands have customs and traditions that have been passed down to them.

throughout the world today are striving to keep certain cultures and traditions that they value and same time, making changes to improve their way of life.

uals and groups of individuals of diverse background have contributed to our cultural heritage.

romise and adjustment are the keys to successfully facing political, economic, social, and religious and conflict.

ces the need to compromise and adjust to his physical, economic, social, political, and religious odings.

culture is only a small part of a product of its own invention and discovery; it is the result of ment and compromise.

ould recognize compromise and adjustment as a natural evolutionary concept and not interpret it gn of weakness or surrender.

BEHAVIORAL OBJECTIVES

- A. The student will compare freedom in the United States to Russia by telling what families in each country should have.
 - B. The student will distinguish between those freedoms he should possess and those that should be dictated to him by others, such as whether to brush his teeth or not, whether to take things that are not his, which cartoon show to watch, what to wear.
 - C. The student will tell why it is important for his parents as well as himself to follow simple rules of society.
-
- A. The student will name the needs and feelings that all men have in common, regardless of the differences in their cultures.
 - B. The student will put on a play depicting tradition in another land.
 - C. The student will draw pictures (before/after) of certain traditions that are undergoing change.
 - D. The student will identify the cultural contributions to the United States made by a given group of people.
-
- A. The student will describe orally why there is a need for getting along among nations and neighbors.
 - B. The student will identify pictures of people who are obeying laws and those who are not.
 - C. The student will name various everyday articles we have today as a result of American cooperation with other nations.
 - D. The student will describe orally why fighting/bickering never solve anything and support his statement with examples.

BEHAVIORAL OBJECTIVES

Russia by telling what families in each country can and cannot do.

ould possess and those that should be dictated to him - as which shirt/skirt to wear, whether
ot his, which cartoon show to watch, whether to eat an entire meal, or who to pick out as his friends.

well as himself to follow simple rules of safety and tell what might happen if they do not.

have in common, regardless of the differences in the cultures in which each lives.

ther land.

aditions that are undergoing change.

United States made by a given group of people.

getting along among nations and neighbors.

ing laws and those who are not.

today as a result of American cooperation with other countries.

never solve anything and support his statements with examples from his own school life.

GENERALIZATION	CONCEPTS	
<p>Every group is a complex of roles. Group members perform given roles and have some understanding of the expectations associated with those roles. As a member of various groups, a person may learn and assume different roles during a particular period in his life and at various stages in his development and maturation.</p>	Culture	<p>A. People are much alike in feeling</p> <p>B. People in other lands have customs</p> <p>C. People throughout the world today at the same time, making changes</p> <p>D. Individuals and groups of individuals</p>
	Dignity of man	<p>A. All men are expected to respect</p> <p>B. Human dignity should imply to every</p> <p>C. Worth of an individual cannot be</p>
	Input and output	<p>A. Many individuals are producers of</p> <p>B. All individuals are consumers; direct</p> <p>C. For a stable economy, there must be</p>

SUB-CONCEPTS

People are much alike in feelings and needs, although they often differ in appearance, ideas, and customs.

People in other lands have customs and traditions that have been passed down to them.

People throughout the world today are striving to keep certain cultures and traditions that they value and at the same time, making changes to improve their way of life.

Individuals and groups of individuals of diverse background have contributed to our cultural heritage.

All men are expected to respect the dignity of other men.

Human dignity should imply to every citizen the worth of all individuals.

Worth of an individual cannot be judged by accomplishment or social position.

Many individuals are producers of either goods or services.

All individuals are consumers; directly or indirectly they influence the production of items.

For a stable economy, there must be a balance between production and consumption.

BEHAVIORAL OBJECTIVES

- A. The student will name two ways his life is similar to any other child his age in the world today.
 - B. The student will identify pictures of festivities and celebrations in other lands by naming the land.
 - C. The student will be able to match pictures of traditional celebrations in various countries with the pictures.
 - D. The student will identify the origins of any of our national holidays.
-
- A. The student will draw a picture depicting kindness of one person to another.
 - B. The student will name the importance of two people in his classroom, in his community, and in the world.
 - C. The student will be able to pictorially depict the roles of people in society.
-
- A. The student will be able to sequence the steps involved in the production of any given commodity.
 - B. The student will draw pictures of five items that he uses or consumes in a given day and tell how they are produced.
 - C. The student will demonstrate an elementary understanding of the law of supply and demand by stating that if the supply of a commodity is no longer being produced.

BEHAVIORAL OBJECTIVES

by other child his age in the world today.

celebrations in other lands by naming the lands depicted.

celebrations in various countries with the correct name of the country depicted.

national holidays.

one person to another.

his classroom, in his community, and in the world.

of people in society.

in the production of any given commodity and tell why it is necessary among the people involved.

uses or consumes in a given day and tell how his consumption affects other people.

ing of the law of supply and demand by stating the consequences of any given situation where the commodity

GENERALIZATION	CONCEPTS	
The interdependence of groups in a complex contemporary society serves as a bond that holds that society together.	Sovereignty of the nation-state in the community of nations	<p>A. National sovereignty exists where countries emerge into such prominence as to force other nations to recognize their independence.</p> <p>B. Today, nations are more closely interdependent for their common purposes.</p> <p>C. Limitations are set by growing technology and the need for security without considerations for the wishes of individual nations. Sovereignty to interdependence among nations.</p> <p>D. Today, foreign policy is determined by the balance of power and the role of sovereignty in the twentieth century.</p>
	Industrialization-urbanization syndrome	<p>A. Historically the process of industrialization has been a gradual one.</p> <p>B. The industrial process was both cause and effect. It set into motion several great forces that moved people from farms to the cities.</p> <p>C. Industrialization has provided jobs and a better standard of living. People have moved to cities and wanted to improve their position.</p> <p>D. With the growth of cities came slums and a demand for labor and immigration.</p> <p>E. Industrial and commercial growth gave rise to the industrialization-urbanization syndrome. It has brought hope and has posed many serious and difficult problems.</p>
	Comparative advantage	<p>A. A nation, group, or individual must have a clear idea of its goals, be aware of the advantages and disadvantages, and be able to make a choice.</p> <p>B. Compromise and adjustment are an important part of the process. The goals are the same.</p>

SUB-CONCEPTS

nal sovereignty exists where common bonds of geographic, economic, political, and cultural ties
e into such prominence as to form a nation.

, nations are more closely interrelated, and they are constantly changing in their development and
es.

tions are set by growing technology and population. Modern nations can take only limited actions
ut considerations for the wishes of other nations, and the modern world is witnessing a giving-way of
ignty to interdependence among nations.

, foreign policy is determined by government officials whose understanding is related to the changing
f sovereignty in the twentieth century.

ically the process of industrialization is a product of technical advance.

Industrial process was both cause and effect. It was a product of science and a new commercial age,
also set into motion several great social movements, such as the movement of population from the
to the cities.

rialization has provided jobs and new ways of acquiring wealth; hence, people who lived from the
nd wanted to improve their positions were drawn to the center of the industrial complex.

the growth of cities came slums with their multitude of social problems. Job opportunities brought
hand for labor and immigration. Then came migration with its uprooting of traditional ties.

trial and commercial growth gave rise to trusts, monopolies, social unrest, and class hatred. Thus the
rialization-urbanization syndrome has given both hope and despair to mankind. It has offered great
and has posed many serious and dangerous problems.

tion, group, or individual must have long-range goals for which to strive and in moving towards these
y, be aware of the advantages and disadvantages that develop along the way.

romise and adjustment are an important consideration when advantages enjoyed by two opposing forces

BEHAVIORAL OBJECTIVES

- A. The student will identify from pictures elements common to all nations/countries.
- B. The student will draw pictures depicting how the airplane has brought men closer and name a given part of the world to communicate with one another.
- C. The student will describe reasons why nations, like men, must cooperate in order to live together and
- D. The student will identify from pictures the top leaders of our country and tell why they deal with others.
- A. The student will describe the difference between the type of work done at home by his mother and a man.
- B. The student will name five different jobs he would have or would like to have if he lived on a farm or in a city.
- C. The student will draw a simple sketch showing how the farmer's family depends on him and how he depends on others.
- D. The student will name reasons why people move from one place to another and tell whether moving is good or bad.
- E. The student will diagram the framework of a monopoly and tell how it works in cities, e.g., use market power to control prices.
- A. The student will describe what he wants for his birthday (goal) and tell how he plans to get it (means).
- B. The student will orally describe at least two situations in which it is important to compromise and tell how to compromise during a game so that all students involved can enjoy the game.

BEHAVIORAL OBJECTIVES

to all nations-countries.

has brought men closer and name a given invention (T.V., radio) that has made it easier for all people

must cooperate in order to live together and prosper.

our country and tell why they deal with other countries

of work done at home by his mother and a pioneer woman.

or would like to have if he lived on a farm and five different jobs he would have or would like to have in

farmer's family depends on him and how he depends on the farm.

the place to another and tell whether moving is always for the better.

and tell how it works in cities, e.g., use marbles, pencils as examples.

day (goal) and tell how he plans to get it (means).

s in which it is important to compromise and tell why the compromise is important, e.g., give up place in
enjoy the game.

GENERALIZATION	CONCEPTS	
<p>A society exists in the minds of its members and occurs only when there is communication or interaction among those members. The mere grouping or aggregating of people does not produce a society.</p>	Interaction	<p>A. Individuals enter into relationships with others.</p> <p>B. Within a social system the interaction is reciprocal.</p> <p>C. Two general types of interaction are cooperation and competition.</p> <p>D. The basis of all human interaction is fear.</p>
	Loyalty	<p>A. Loyalty is the willing devotion of an individual to a person, idea, or process.</p> <p>B. Loyalty processes are those means employed to secure loyalty.</p> <p>C. The legislative process by which all social activities are processes that should command loyalty.</p> <p>D. Loyalty to ideas such as human dignity is more important than symbols.</p>
	Government by the consent of the governed	<p>A. Government is the creation of man to secure his happiness.</p> <p>B. Whenever government fails to secure the happiness of the people, it should be altered or destroyed and a new government established to make it a more effective instrument.</p> <p>C. To assure the respect for and the practice of the rights of the individual, that their governments be established on the basis of the consent of the governed.</p> <p>D. In a government governing by consent, representative legislatures established by the people.</p> <p>E. Stability and the greatest guarantee of the rights of the individual.</p>

SUB-CONCEPTS

Individuals enter into relationships with a great number of individuals and groups.

In a social system the interaction of individuals and groups follows a certain form.

General types of interaction are competition and cooperation.

The basis of all human interaction is found in social systems.

Loyalty is the willing devotion of an individual to a cause greater than himself as represented by an institution, group, or process.

Loyalty processes are those means employed to achieve as ends the other cultural values of a given society.

The legislative process by which all sections of the country are represented and the choosing of one's representatives are processes that should command loyalty.

Values such as human dignity, equality of opportunity, and freedom of speech and religion are ideas more important than symbols.

Government is the creation of man to secure the right of the individual to safety, tranquility, freedom, and happiness.

Whenever government fails to secure the rights guaranteed to people through its constitution, the people may alter it to make it a more effective instrument of their will.

To assure the respect for and the practice of the values men choose as important to their lives, it is necessary that their governments be established and operated by the consent of the governed.

In government governing by consent of the governed there are elections, courts, impeachment processes, and representative legislatures established through which changes may be made.

Stability and the greatest guarantee of rights and values are through government by consent of the governed.

BEHAVIORAL OBJECTIVES

- A. The student will draw pictures indicating the different roles he has in his family and the classroom and church.
 - B. The student will state five examples of how people around the world communicate with one another.
 - C. The student will identify from a group of pictures those examples which demonstrate sharing.
 - D. The student will describe how the home, school, and church work together in a society.
-
- A. The student will identify from pictures depicting loyal and disloyal acts those which show loyalty.
 - B. The student will describe why it is necessary that all people be loyal and obey rules in society and to government.
 - C. The student will play the role of judicial and/or governmental officials in our society showing their loyalty to them.
 - D. The student will describe the importance of free speech and state the limitations he feels are necessary.
-
- A. The student will describe what would occur in his country if there were no government to make and enforce laws.
 - B. The student will be able to state orally the difference between our government before and after the election.
 - C. The student will order the different steps involved in the elective process of the United States.
 - D. The student will be able to state orally why the elective process is important in the United States.
 - E. The student will tell the importance of having faith in the classroom president elected by majority.

BEHAVIORAL OBJECTIVES

relationships he has in his family and the classroom as a brother or sister, a student in school, or a member of a

and the world communicate with one another.

examples which demonstrate sharing.

work together in a society.

and disloyal acts those which show loyalty to his family and government.

people be loyal and obey rules in society and tell what will happen if this is not done.

mental officials in our society showing their functions and telling why he, as an individual, should feel

and state the limitations he feels are necessary.

ry if there were no government to make and enforce rules, and to collect taxes.

between our government before and after the Revolutionary War.

elective process of the United States.

process is important in the United States.

the classroom president elected by majority rule.

SUGGESTED MULTIMEDIA FOR SOCIOLOGY--

STANDARD FOCAL REFERENCE GUIDES

American Book Company

See and Say Books and Records (must be purchased in quantities of 10 per title)

Round Trip

Think First

So What

Welcome

New Faces

Look at Me

Keep Up

Just Stop It

It's Mine

Time Out

Just Ask

Just Something

Next Time

I Did

The Helper

A Friend

Can I Keep Him?

Harper and Row

Discussion Pictures for Beginning Social Sciences
(discussion pictures)

Holt, Rinehart and Winston

Words in Action: (discussion pictures)

Language Arts

Myself (study prints)

Other People Around Me (study prints)

Motor - Perceptual Learning (study prints)

Verbal Communication (study prints)

CONCEPT PENETRATION SOURCES

Benefic Press

You and Your Family (Big Book)

You and Others (Big Book)

You and Your Friends (Big Book)

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SUGGESTED MULTIMEDIA FOR SOCIOLOGY--KINDERGARTEN

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Social Sciences

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I Am Here

My Family and I

My Friends and I

I Can Do It

Community Friends

I Live in the City

Pets and Others

Going and Coming

I Go to School

My School Room

My Days at School

How People Live in the Big City (from Uni-Kit A)

How Families Live Together (from Uni-Kit A)

Bowmar

Father is Big

Do You Know What?

My Tricycle and I

Holt, Rinehart and Winston

William, Andy and Ramon

Laidlaw

People at Home

Learning Arts

My Family, My Home (study prints)

Silver Burdett

Families Around the World (picture - charts)

Society for Visual Education

Families at Work and Play (pictures)

FILMSTRIPS

Churchill Filmstrips

They Need Me

Mothers Work Too

Fathers Work Too

Encyclopaedia Britannica

The Home Community

Shelter

Developing Your Personality

Guidance Story

McGraw-Hill

Childrens Word Series

How We Get Our Homes

Families Around the World

Society for Visual Education

Robert and His Family

True Community Helper Series

Learning to Live Together

MAPS AND ATLASES

Rand McNally

Primary Globe #16-5002-C

RECORDS

Decca

The Little House

Singing Across the Land

Folksway Scholastic Record

Sounds of My City

R. C. A.

Around

What

16mm FILMS

Clark Co.

F 5029

F 5527

F 0586

F 5173

F 5613

F 5566

F 5597

F 5271

F 5271

F 0411

F 0411

F 5581

F 0201

(New Film)

Aims

Guidance

Guidance

Mothers

Houses

Bailey

We Live

Coronet

Fairness

The Future

Your

R. C. A.

Around the Block, Around the World
What Do You Want to be When You Grow Up?

16mm FILMS (Owned by the District)

Clark County Media Operations

F 5029 Building a House
F 5524 Let's Build a House
F 0586 A New House, Where It Comes From
F 5173 Pipes in the House
F 5613 What Do Fathers Do
F 5569 Allen is My Brother
F 5596 Our Family Works Together
F 5270 Beginning Responsibility: Doing Things For
Ourselves in School
F 5273 Beginning Responsibility: Rules at School
F 0411 Beginning Responsibility: Taking Care
F 0410 Beginning Responsibility: Books and Their Care
F 5582 Courtesy for Beginners
F 0209 The Cautious Twins

(New Films Recommended For Purchase)

Aims

Guidance - Let's Have Respect
Guidance - What's Right
Mothers - What They Do
Houses Ahead

Bailey

We Live in a Trailer

Coronet

Fairness for Beginners
The Fun of Making Friends
Your Family

(New Films Recommended For Purchase, cont'd)

Film Associates

Getting Angry

Growing Up - Growing Older

School Problems

McGraw-Hill

Families and Shelter

Families and Jobs

Families and Rules

Families and Learning

Cities and Shelter

		GENERALIZATION	CONCEPTS	
HISTORY GEOGRAPHY POLITICAL SCIENCE SOCIOLOGY ECONOMICS ANTHROPOLOGY	SOCIOLOGY		Sovereignty of the nation-state in the community of nations.	A. National political nations B. Today's changing C. Limitations can to nation to inter D. Today's standing century
	Level 1	Man is a social animal who lives in groups. He may belong to a variety of groups, each of which can be differentiated by its structure.	Conflict--its origin, expression, and resolution	A. Conflict of civil B. Society than to exist them to with wh C. This co terns of and the
	<u>Vehicles</u> Comparative Studies Words Schools Holidays Safety Transportation Communication Food Shelter Clothing		Compromise and adjustment	A. Compromis econom B. Man fac social, C. Each cu discover D. Man sho concept

	CONCEPTS	SUB-CONCEPTS
	Sovereignty of the nation-state in the community of nations.	<p>A. National sovereignty exists where common bonds of geographic, economic, political, and cultural ties emerge into such prominence as to form a nation.</p> <p>B. Today, nations are more closely interrelated, and they are constantly changing in their development and purposes.</p> <p>C. Limitations are set by growing technology and population. Modern nations can take only limited actions without considerations for the wishes of other nations, and the modern world is witnessing a giving-way of sovereignty to interdependence among nations.</p> <p>D. Today foreign policy is determined by government officials whose understanding is related to the changing role of sovereignty in the twentieth century.</p>
who y be- ups,	Conflict--its origin, ex-pression, and resolution	<p>A. Conflict is characteristic of the growth and development of individuals and of civilization as a whole.</p> <p>B. Society is constantly pressured to respond to conflicting forces. Rather than to minimize conflict or shield young students from the fact of its existence, we should make them aware of the origins of conflict and help them to develop healthy attitudes toward conflict as an aspect of reality with which they must learn to cope.</p> <p>C. This concept is developed to assist the student to acquire satisfactory patterns of conflict resolution whether with classmates, between individuals and the state, or between nations, to be used throughout life.</p>
	Compromise and adjustment	<p>A. Compromise and adjustment are the keys to successfully facing political, economic, social, and religious change and conflict.</p> <p>B. Man faces the need to compromise and adjust to his physical, economic, social, political, and religious surroundings.</p> <p>C. Each culture is only a small part of a product of its own invention and discovery; it is the result of adjustment and compromise.</p> <p>D. Man should recognize compromise and adjustment as a natural evolutionary concept and not interpret it as a sign of weakness or surrender.</p>

BEHAVIORAL OBJECTIVES

- A. The student will name the importance of various transportative/communicative devices as they relate to the world.
 - B. The student will tell how nations A, B, and C cooperate in the economic sphere of food distribution.
 - C. The student will identify various forms of technology in our society today and tell how they help him.
 - D. The student will select from a list of 5 pictures of known men, the one who would be most capable of solving a given problem.
-
- A. The student will define what constitutes a problem.
 - B. The student will orally identify proper wearing attire for any given activity and identify some problems that may arise.
 - C. The student will describe various ways (alternatives) of solving a given problem.
-
- A. The student, involved in a conflict situation within his classroom, will compromise and adjust his position.
 - B. The student will select from a group of pictures, the successful conflict resolutions.
 - C. The student will describe how adjustment of living habits is necessary with the advent of a given new situation.
 - D. The student will be able to list the advantages of a compromise in a given classroom situation.

BEHAVIORAL OBJECTIVES

portative/communicative devices as they relate to drawing a nation together.

te in the economic sphere of food distribution.

in our society today and tell how they help hinder man.

own men, the one who would be most capable of making national decisions and tell why.

for any given activity and identify some problems that might occur were the appropriate clothing not worn.

of solving a given problem.

is classroom, will compromise and adjust his position so that a resolution can be reached.

successful conflict resolutions.

bits is necessary with the advent of a given new invention.

compromise in a given classroom situation.

GENERALIZATION	CONCEPTS	
<p>Society exists in the minds of its members and occurs only when there is communication or interaction among those members. The mere grouping or aggregating of people does not produce a society.</p>	Comparative advantage	<p>A. A nation, a group, or an individual, aware of its own goals, be aware of the advantages and disadvantages of its own goals.</p> <p>B. Compromise and adjustment are necessary for the same.</p>
	Causation	<p>A. There is a relationship of cause and effect.</p> <p>B. Causation attempts to develop a theory of cause and effect.</p> <p>C. Cause and effect have the character of being understood only if they know enough about several effects that seem to be caused by the same cause.</p> <p>D. The fact that events do not just happen, but are caused, and meaning of all social action.</p>
	Empathy	<p>A. Empathy is the concept of demonstrating understanding identical with or similar to the reality of the other.</p> <p>B. Empathy is a basic function in social interaction.</p> <p>C. The ability to exert empathy depends on the ability to understand a person or a problem.</p>

SUB-CONCEPTS

a group, or an individual must have long-range goals for which to strive and in moving toward these aware of the advantages and disadvantages that develop along the way.

e and adjustment are an important consideration when advantages enjoyed by two opposing forces are

relationship of cause and effect.

attempts to develop a method of thinking as well as an understanding of causes and effects around us.

effect have the character of multiplicity. (This means that operation of cause and effect can be only if they know enough about the factors involved in the causal chain. A single act may bring al effects that seemingly become more isolated as the series of effects expands.)

that events do not just happen but that they are caused appears to be basic to a grasp of the course ng of all social action.

s the concept of demonstrating ability to understand others through one's self-responses that are with or similar to the responses of others.

s a basic function in society in relation to sharing the attitudes and behavior of others.

y to exert empathy depends on the amount of knowledge and experience one has when attempting to a person or a problem.

BEHAVIORAL OBJECTIVES

- A. The student will be able to order the various activities listed in preparation for a moon flight and will be able to explain the order.
 - B. The student, when presented with a picture sequence of a compromise, will state what the advantages of the compromise are.
-
- A. The student will draw the corresponding effect pictures when given a series of causation pictures.
 - B. The student will be able to order a given sequence of cause-effect pictures.
 - C. The student will describe some of the effects of a given act.
 - D. The student will be able to verbally name the events leading up to a given effect.
-
- A. The student will be able to role-play in a situation involving empathy.
 - B. The student will identify his feelings about any of his daily activities in school and/or the home.
 - C. The student will match emotions of love, hate, fear, anxiety, and sorrow to pictures depicting them and the context portrayed.

BEHAVIORAL OBJECTIVES

preparation for a moon flight and will be able to describe the difficulties encountered in this venture.

promise, will state what the advantages of the compromise were to each party.

given a series of causation pictures.

fect pictures.

to a given effect.

mpathy.

ivities in school and/or the home.

and sorrow to pictures depicting them and speculate as to why they are occurring in the particular

GENERALIZATION	CONCEPTS	
<p>Man is a flexible, becoming creature. Through the socialization process, he can learn approved ways of behaving in a variety of societies.</p>	Institution	<p>A. Every institution has special status</p> <p>B. The three primary institutions in A</p> <p>C. Institutions are creations that dev</p> <p>D. Every major institution must have</p>
	Social control	<p>A. There are many types of authority</p> <p>B. There is a need for social control</p>
	Interaction	<p>A. Individuals enter into relationships</p> <p>B. Within a social system, the interaction</p> <p>C. Two general types of interaction a</p> <p>D. The basis of all human interaction</p>

SUB-CONCEPTS

Every institution has special statutes and roles.

The three primary institutions in American society have different effects on individuals within the society.

Institutions are creations that developed from needs of human beings.

Every major institution must have organization and a code of norms and specifications.

There are many types of authority that act as means of social control.

There is a need for social control at all levels of society.

Individuals enter into relationships with a great number of individuals and groups.

Within a social system, the interaction of individuals and groups follow a certain form.

Two general types of interaction are competition and cooperation.

The basis of all human interaction is found in social systems.

BEHAVIORAL OBJECTIVES

- A. The student will draw pictures indicating his role at school and at home.
- B. The student will tell what effect the school has on him, his siblings, and his father and mother.
- C. The student will match pictures depicting individual members of a family with the institution and home.
- D. The student will demonstrate that he can obey rules by following all rules in the classroom.
- A. The student will explain the reasons for any given safety precautions, e.g., in playground.
- B. The student will describe what would happen if everyone in the class or school did what he or she wanted.
- A. The student will draw pictures of all the types of people he encounters in a day.
- B. The student will describe orally the necessary rules for a discussion session in his classroom.
- C. The student will function in a cooperative game situation and a competitive game situation.
- D. The student will draw a picture of where he has the best time with people.

BEHAVIORAL OBJECTIVES

school and at home.

his, his siblings, and his father and mother.

members of a family with the institution with which each is most associated, e.g., children, school, mother,

by following all rules in the classroom.

safety precautions, e.g., in playground activities, handling matches, and talking to strangers.

one in the class or school did what he wanted to, whenever he wanted.

ple he encounters in a day.

for a discussion session in his classroom.

ation and a competitive game situation during his physical education period.

best time with people.

GENERALIZATION	CONCEPTS	
<p>The interdependence of groups in a complex contemporary society serves as a bond that holds that society together.</p>	Input and output	<p>A. Many individuals are producers of either goods or services.</p> <p>B. All individuals are consumers; directly or indirectly.</p> <p>C. For a stable economy there must be a balance between production and consumption.</p>
	Habitat and its significance	<p>A. Man affects and is affected by his natural environment.</p> <p>B. Habitat is the resource base of man's society.</p> <p>C. Water in the form of oceans, rivers, and lakes is essential for agriculture, communication, transportation, and recreation.</p> <p>D. Land forms influence climate and the provision of resources.</p> <p>E. Climate influences ways of living.</p> <p>F. Habitat tends to direct man until he accepts or rejects it.</p> <p>G. International problems are often caused by geographical factors.</p> <p>H. Rituals, ceremonies, and superstitions of various cultures are often based on natural phenomena.</p>
	Social change	<p>A. Change is a neutral process; it may progress or regress.</p> <p>B. Some societies change at a more rapid rate of change than others.</p> <p>C. There are many causes for social change such as:</p> <ol style="list-style-type: none"> 1. Contact between cultures. 2. The interaction of new ideas or materials with old. 3. The development of modern means of communication. 4. Innovation as means of meeting the challenges of life.

SUB-CONCEPTS

Individuals are producers of either goods or services.

Individuals are consumers; directly or indirectly they influence the production of items.

In a stable economy there must be a balance between production and consumption.

Man is affected and is affected by his natural environment.

Land is the resource base of man's society.

Water in the form of oceans, rivers, and lakes covers three-fourths of the earth's surface influencing climate, culture, communication, transportation, and trade.

Physical forms influence climate and the provision of food, shelter, and clothing.

Climate influences ways of living.

Climate tends to direct man until he accepts or alters it.

International problems are often caused by geographic conditions.

Customs, ceremonies, and superstitions of various people may be related to their physical environment.

Social change is a neutral process; it may progress or decline.

Some societies change at a more rapid rate of progress than others.

There are many causes for social change such as the following:

1. Contact between cultures.

2. The interaction of new ideas or materials within a culture.

3. The development of modern means of communication and transportation.

4. Innovation as means of meeting the challenge of social, economic, and political problems.

BEHAVIORAL OBJECTIVES

- A. The student will identify from a set of ten pictures those that represent goods and those that represent services.
- B. The student will draw pictures of all the things he consumes in a one day period.
- C. The student will depict on paper (draw) the relationship between the farmer and the city dweller in the desert.
- A. The student will verbalize how we in Las Vegas live differently from people living in Mt. Charleston.
- B. The student will tell what effects natural resources have on a given society.
- C. The student will identify on the globe the land areas and the water areas.
- D. The student, given the landforms of an area, will tell what type of house would be lived in and what type of clothing would be worn in that area.
- E. The student, given the landforms of an area, will describe the type of clothing that would be worn in that area.
- F. The student will be able to tell what we have done in Las Vegas to enable us to live in a desert region.
- G. The student will research and then list reasons why location of water could cause a problem between two groups of people.
- H. The student will enact a characteristic ceremony/ritual for any group of people and tell how it develops.
- A. The student will list various forms of change within a family, school, or business and tell whether they are good or bad.
- B. The student will tell why an island society would change less rapidly than a continental society.
- C. The student will list the elements that caused a given society to change.

BEHAVIORAL OBJECTIVES

- es those that represent goods and those that represent services.
- e consumes in a one day period.
- ionship between the farmer and the city dweller in the area of food production-consumption.
- ive differently from people living in Mt. Charleston.
- es have on a given society.
- areas and the water areas.
- I tell what type of house would be lived in and what type of food would be eaten in the area.
- ll describe the type of clothing that would be worn in any given climate area.
- one in Las Vegas to enable us to live in a desert region.
- why location of water could cause a problem between neighbors or countries.
- y/ritual for any group of people and tell how it developed from the physical environment of the area.
- thin a family, school, or business and tell whether these changes represent progress or decline.
- and change less rapidly than a continental society.
- given society to change.

SUB-CONCEPTS

characteristic of the growth and development of individuals and of civilization as a whole.

constantly pressured to respond to conflicting forces. Rather than to minimize conflict or shield students from the fact of its existence, we should make them aware of the origins of conflict and to develop healthy attitudes toward conflict as an aspect of reality with which they must learn

or is developed to assist the student to acquire satisfactory patterns of conflict resolution whether states, between individuals and the state, or between nations to be used throughout life.

group, or individual must have long-range goals for which to strive and in moving towards these aware of the advantages and disadvantages that develop along the way.

and adjustment are an important consideration when advantages enjoyed by two opposing the same.

BEHAVIORAL OBJECTIVES

- A. The student will tell what he would do if faced with the problem of his parents telling him one thing
- B. The student will identify the various processes of getting things done in the classroom/school.
- C. The student, given a situation involving conflict and a list of acceptable and unacceptable resolutions
- A. The student will be able to list what preparation is necessary for proper development of a class project
- B. The student will explain in simple terms the advantages/problems of bartering/trading with something

BEHAVIORAL OBJECTIVES

problem of his parents telling him one thing and his friends telling him another.

things done in the classroom/school.

st of acceptable and unacceptable resolutions, will distinguish and select those which are acceptable.

sary for proper development of a class project.

problems of bartering/trading with something that belongs to him.

STANDARD FOCAL REFERENCE GUIDES

CONCEPT PENETRATION

Benefic Press
 You and Your Friends (charts)

David Cook
 Teaching Pictures (charts)

Harper and Row
 Discussion Pictures for Beginning Social Studies
 (charts)

Holt, Rinehart and Winston
 Words and Actions (charts)

Language Arts
 Motor Perceptual Learning (charts)
 Verbal Communications (charts)
 Other People Around Me (charts)
 Myself (charts)

Safety Pictures
 Children Around the World (charts)

Silver Burdett
 "The Earth, Home of People"-- to accompany Families
 and Their Needs (charts)
 Christmas Around the World (charts)
 Families Around the World (charts)
 Living in the United States (charts)
 Living in Kenya (charts)
 Living in France (charts)
 Living in Japan (charts)
 Living in Brazil (charts)

Society for Visual Education
 School Helpers (charts)

Franklin Watts
 A Trip Through the School (charts)

Allyn and Bacon
 Learning About
 Learning About

Benefic Press
 You Visit a Family
 You Visit a School
 You Visit a Museum
 You Visit a National Park
 You Visit a Doctor's Office
 You Visit a Store

In Our Class
 In Our School
 About Our Society
 Going to School
 My Friends and Me
 My Family and Me
 I Can Do
 I Live in a Community
 Community Functions
 Pets and Other Animals

Uni-Kit A - Super
 How People Eat
 How Foods are Grown
 How We get Our Water
 How Schools Work
 How We Celebrate
 How Airplanes Fly
 How We Celebrate
 How People Live
 How We Use Money
 How We Get Our Mail
 How Doctors Work

SUGGESTED MULTIMEDIA FOR SOCIOLOGY--LEVEL 1

CONCEPT PENETRATION SOURCES

(BOOKS)

Studies

Allyn and Bacon

Learning About Our Neighbors

Learning About Our Families

Benefic Press

You Visit a Fire Station

You Visit a Steamship - Airport

You Visit a Museum, Library

You Visit a Newspaper, Television Station

You Visit a Dairy, Clothing Factory

You Visit a Sugar Refinery

In Our Class

In Our School

About Our School

Going to School

My Friends and I

My Family and I

I Can Do

I Live in a City

Community Friends

Pets and Other Animals

Company Families

Uni-Kit A - Supplementary Books

How People Earn and Use Money

How Foods are Preserved

How We get Our Cloth

How Schools Help Us

How We Celebrate Our Fall Holidays

How Airplanes Help Us

How We Celebrate Our Spring Holidays

How People Live in the Big City

How We Use Maps and Globes

How We Get Our Shelter

How Doctors Help Us

(CONCEPT PENETRATION SOURCES cont'd)

Bowmar

Do You Know What?
Father Is Big
My Tricycle and I
Three Baby Chicks
Watch Me Indoors

Follett

Exploring with Friends

Laidlaw

People At Home
Families and Social Needs
Communities and Social Needs

Prentice - Hall

People and Their Social Actions (Man in Action Series)

Science Research Associates

Families At Work

Silver Burdett

Families and Their Needs

FILMSTRIPS AND SLIDES

Churchill

Mothers Work Too
Fathers Work
They Need Me
A City is Many Things
Airport Service

Education Electronics

Life in a Nutshell - Set 1

Encyclopaedia Britannica

Guidance Stories

The Neighborhood Community

Safety Tales - Walt Disney

Families Around the World

The City Community (consists of the following:)

Here is the City

Business in the City

Living in the City

McGraw - Hill

Our Friends - The American Indians

Children of Europe Series

Children of Latin America Series

Christmas in Many Lands

Children of Pioneer Times

Holiday Series, Set 1

How We Get Our Homes - Set II

Transportation Set

Cities and Protection

Cities and Recreation

Cities and Manufacturing

Families and Shelters

Families and Jobs

Families and Transportation

Cities and Commerce

O'er the Ramparts We Watched

Japanese Village Life

Cities and Government

Children of the Fort

Families and Rules

Families and Learning

Society for Visual Education

Robert and His Family, 1967

Learning to Live Together, 1961

The True Community Helper's Series

MAPS AND ATLASES

Rand McNally

Going Places Series (Primary - U.S. Desk Maps)

Which Way?

Student Text

Activity Book

Teacher's edition

How Far?

Student text

Activity book

Teacher's edition

Where?

Student text

Activity book

Teacher's edition

Basic Curriculum Series - Reference materials

(one each for each primary classroom, 1-4)

Transportation and You

Our American Flag

Clothing and You

Communication and You

Communities and You

Food and You

Shelter and You

RECORDS

Decca

Let's Sing While We Work and Play

Singing Across the Lands

The Little House

Sounds of My City

R. C. A.

Around the Block, Around the World

What Do You Want to be When You Grow Up?

Hardtrack and Railroad Songs

S.R.A.
Rec

16mm. FILM

Basic Ne

Bake

Cloth

Dair

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Story

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Communi

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Polia

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The

Every

Help

Neig

Wha

Pipe

Conservat

Tad,

Conse

The

Water

Desk Maps)

S.R.A.

Records to accompany Our Working World

16mm. FILMS (Now Owned by the District)

Basic Needs

Bakery Beat
Clothes We Wear
Dairy Farm
Farm Babies and Their Mothers
The Food Store
The New House, Where it Comes From
Rainshower
Story of the Wholesale Market
Homes Around the World
Meat: From Range, Market, Production
The Wheat Farmer
Your Daily Bread

Communication

Communication for Beginners

Community

Policeman: Day and Night
Postman: Rain or Shine
The City
Everyone Helps in a Community
Helpers Who Come to Our School
Neighborhoods are Different
What is a Neighborhood
Pipes in the House

Conservation

Tad, the Frog
Conserving our Forests
The Lumberman
Water, Water, Everywhere

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1-4)

Grow Up?

16mm FILMS (cont'd)

Transportation

Footpath to Air Lane
 Airplane Trip by Jet
 Airplane in the Jet Age
 Busy Airport
 Billy's Helicopter Ride
 The Big Wide Highway
 The Truck Drivers
 Trucks and Trains
 Boats and Ships
 Seaport
 Tugboats and Harbors
 Eggs to Market
 Skipper Learns a Lesson
 Allen is My Brother
 Our Family Works Together

Aims (New films recommended for purchase)

Food Preservation
 Dairy Farm Today
 Fireboat - Ready for a Run
 House Ahead
 Silk - Cocoon to Clothing
 Transportation by Helicopters
 Guidance - Let's Have Respect
 Guidance - What's Right?
 Community Helpers
 Cleaners and Laundries
 Night Community Helpers
 Transportation by Bus
 Communications Help the Community
 Trucks and Truck Transportation

Avis

Children of Hawaii

Coronet

Boy of India

Boy of
 Life of
 A Pion
 Indian
 Life in
 Conser
 We Ex

Sid Davi
 Plants
 The C

Encyclop
 Yugos
 The C
 Midlat
 If You
 South
 The N
 Clothi
 Shelter
 Produc
 Villag
 The U

Film Assn
 I Live
 Food
 Boy of
 Man

McGraw
 Citie
 Citie
 Citie
 Citie

Sterling
 Villag
 All K
 Pione

Boy of Japan
Life of a Philippine Family
A Pioneer Home
Indian Series
Life in Hot Wet Lands
Conservation for Beginners
We Explore Mountain Life

Sid Davis
Plants of the Desert
The Changing Desert

Encyclopaedia Britannica
Yugoslav Boy: Story of Frame
The Orange Grower
Midland Metropolis
If You Could See the Earth
South Pacific Island Children
The Northeast: Port of New York
Clothing
Shelter
Produce: From Farm to Market
Village in China Today
The United States Flag Series

Film Associates
I Live in Hawaii
Food of Southeast Asia
Boy of Southeast Asia
Man Makes a Desert

McGraw - Hill
Cities and Government
Cities and Manufacturing
Cities and Geography
Cities and Commerce

Sterling
Village Family - Crete
All Kinds of People
Pioneer Village

for purchase)

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<div> <div> HISTORY GEOGRAPHY POLITICAL SCIENCE SOCIOLOGY ECONOMICS ANTHROPOLOGY </div> <div> SOCIOLOGY Level 2 <u>Vehicles</u> Comparative Studies: Communities Workers Landforms Languages Cooperation Competition Plays Animals People Social Groups </div> </div>	GENERALIZATION	CONCEPTS	
	<p>Man is a social animal who lives in groups. He may belong to a variety of groups, each of which can be differentiated by its structure.</p>	<p>Industrialization-urbanization syndrome</p> <p>Secularization</p> <p>Habitat and its significance</p>	<p>A. The science of great farm</p> <p>B. Industrialization and its positive</p> <p>C. With the problem of gratification</p> <p>D. Industrialization and its negative</p> <p>A. Early disas ruled</p> <p>A. Water the e trans</p> <p>B. Climate</p> <p>C. Habitat</p> <p>D. Inter</p>

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CONCEPTS	SUB-CONCEPTS
Industrialization-urbanization syndrome	<p>A. The industrial process was both cause and effect. It was a product of science and a new commercial age, but it also set into motion several great social movements such as the movement of population from the farms to the cities.</p> <p>B. Industrialization has provided jobs and new ways of acquiring wealth. Hence, people who lived from the soil and wanted to improve their positions were drawn to the center of the industrial complex.</p> <p>C. With the growth of cities came slums with their multitude of social problems. Job opportunities brought a demand for labor and immigration. Then came migration with its uprooting of traditional ties.</p> <p>D. Industrial and commercial growth gave rise to trusts, monopolies, social unrest, and class hatred. Thus the industrialization-urbanization syndrome has given both hope and despair to mankind. It has offered great hope and posed many serious and dangerous problems.</p>
Secularization	<p>A. Early tribes attributed productive rainfall, plentiful game, and natural disaster to their gods. Ancient states believed that their monarchs ruled by divine right.</p>
Habitat and its significance	<p>A. Water in the form of oceans, rivers, and lakes covers three-fourths of the earth's surface influencing climate, agriculture, communication, transportation, and trade.</p> <p>B. Climate influences ways of living.</p> <p>C. Habitat tends to direct man until he accepts or alters it.</p> <p>D. International problems are often caused by geographic conditions.</p>

BEHAVIORAL OBJECTIVES

- A. The student will be able to explain why fewer people now engage in farming than in the past.
 - B. The student will name major economic activities associated with any given city, e.g., Las Vegas, New York.
 - C. The student will be able to list ways our country can help slum children and what the class could do.
 - D. The student will be able to draw the elements that are involved in an industrial complex, e.g., a steel mill.
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- A. The student will be able to exhibit, through drawings, the religious aspects of the North American Indian.
 - B. The student will be able to identify, on a globe, land areas and water areas.
 - C. The student will be able to depict the ways that climate affects people in a given area.
 - D. The student will be able to tell how people living in Nevada and Alaska are affected differently by climate.
 - E. The student will be able to describe orally the problem of fishing in international waters.

BEHAVIORAL OBJECTIVES

How engage in farming than in the past.

Related with any given city, e.g., Las Vegas, Nevada; Washington, D.C.; Chicago, Illinois; New York,

Help slum children and what the class could do as their share to help.

Involved in an industrial complex, e.g., transportation, people, raw materials.

The religious aspects of the North American Indian culture.

Land areas and water areas.

How climate affects people in a given area.

Nevada and Alaska are affected differently by the climate.

System of fishing in international waters.

GENERALIZATION	CONCEPTS	SUMMARY
<p>Society exists in the minds of its members and occurs only when there is communication or interaction among those members. The mere grouping or aggregating of people does not produce a society.</p>	Loyalty	<p>A. Loyalty is the willing devotion of an individual to an institution, idea, or process.</p> <p>B. Loyalty processes are those means employed to maintain loyalty.</p> <p>C. The legislative process by which all sections of a country are represented is a process that should command loyalty.</p> <p>D. Loyalty to ideas such as human dignity, equality, and justice is more important than symbols.</p>
	Input and output	<p>A. Many individuals are producers of either goods or services.</p> <p>B. All individuals are consumers; directly or indirectly.</p> <p>C. For a stable economy, there must be a balance between production and consumption.</p>
	Institution	<p>A. Every institution has status and special roles.</p> <p>B. The three primary institutions in American society are the family, the church, and the state.</p> <p>C. Institutions are creations that developed from needs and desires.</p> <p>D. Every major institution must have organization and structure.</p>

SUB-CONCEPTS

the willing devotion of an individual to a cause greater than himself as represented by an idea, or process.

processes are those means employed to achieve as ends the other cultural values of a given society.

the process by which all sections of the country are represented and the choosing of one's values are processes that should command loyalty.

ideas such as human dignity, equality of opportunity, and freedom of speech and religion are ideas more than symbols.

individuals are producers of either goods or services.

individuals are consumers; directly or indirectly they influence the production of items.

in the economy, there must be a balance between production and consumption.

institutions have status and special roles.

primary institutions in American society have different effects on individuals within the society.

institutions are creations that developed from needs of human beings.

an institution must have organization and a code of norms and specifications.

BEHAVIORAL OBJECTIVES

- A. The student will compare and contrast loyalty in friendship to that of loyalty to the nation.
 - B. The student will describe orally the relationship between a strong country and the loyalty to that country.
 - C. The student will demonstrate his understanding of the democratic legislative process by organizing a mock legislative session.
 - D. The student will draw pictures depicting his freedoms as an American.
-
- A. The student will choose from a set of pictures those which are goods and those which are services.
 - B. The student will draw pictures of goods and services consumed by his family each day.
 - C. The student, in a production-consumer situation, will play the role of the producer and/or consumer, e.g., storekeeper.
-
- A. The student will list the functions of family, school, and community.
 - B. The student will portray his role in each of the institutions of family, school, and community through role-play.
 - C. The student will classify under the headings of family, school, and community those functions for which each institution is responsible.
 - D. The student will construct three charts noting organizational structures of family, school, and community and compare the three structures.

BEHAVIORAL OBJECTIVES

ship to that of loyalty to the nation.

en a strong country and the loyalty to that country.

democratic legislative process by organizing a classroom election.

as an American.

hich are goods and those which are services.

consumed by his family each day.

play the role of the producer and/or consumer and tell how each fits into the system of economy,

and community.

utions of family, school, and community through role-playing.

y, school, and community those functions for which each institution has prime responsibility.

izational structures of family, school, and community and describe the similarities and differences among the

GENERALIZATION	CONCEPTS	
<p>Man is a flexible, becoming creature. Through the socialization process, he can learn approved ways of behaving in a variety of societies.</p>	Social control	<p>A. There are many types of authority that exist in society.</p> <p>B. There is a need for social control at all times.</p>
	Freedom and equality	<p>A. Freedom refers to the relative absence of external restraints.</p> <p>B. In the Western world, equality has come to mean the freedom of the individual with the freedom of opportunity.</p> <p>C. Taken to extremes, freedom may mean anarchy.</p> <p>D. This concept of equality is an American ideal. It is committed to a belief in the freedom of the individual with the freedom of opportunity.</p>
	Compromise and adjustment	<p>A. Compromise and adjustment are the keys to survival in a changing and conflicting world.</p> <p>B. Man faces the need to compromise and adjust to his surroundings.</p> <p>C. Each culture is only a small part of a larger world. Survival depends upon compromise and adjustment.</p> <p>D. Man should recognize compromise and adjustment as a sign of weakness or surrender.</p>

SUB-CONCEPTS

There are many types of authority that act as means of social control.

There is a need for social control at all levels of society.

Freedom refers to the relative absence of perceived external restraints on individual behavior.

In the Western world, equality has come to mean equality before law, equal access to suffrage, and equality of opportunity.

Taken to extremes, freedom may mean chaos and equality may become tyranny of the majority.

This concept of equality is an American tradition. It is a pragmatic tradition and is committed to few absolutes. It is committed to a belief in human dignity and has sought to advance that dignity by protecting the freedom of the individual with the equality of all men under theegis of a government of laws and not of men.

Compromise and adjustment are the keys to successfully facing political, economic, social, and religious change and conflict.

Man faces the need to compromise and adjust to his physical, economic, social, political, and religious surroundings.

Each culture is only a small part of a product of its own invention and discovery; it is the result of adjustment and compromise. Survival depends upon the ability to adjust and compromise.

Man should recognize compromise and adjustment as a natural evolutionary concept and not interpret it as a sign of weakness or surrender.

BEHAVIORAL OBJECTIVES

- A. The student will define orally the following terms: laws, rules, praise, and ridicule.
- B. The student will explain the need for rules in his classroom and tell why these same rules might not be needed in other situations.
- A. The student will describe the freedoms he has in the classroom and identify what restrains his behavior.
- B. The student will state a way in which a given condition of "equality of opportunity" can be interpreted.
- C. The student will role-play a playground situation without rules.
- D. The student will identify certain laws that all men must obey.
- A. The student will state compromise adjustments for a given dispute.
- B. The student will name the adjustments a person would need to make if he were taken 100 years back in time.
- C. The student will list ways the North American Indian contributed to the culture of the colonies.
- D. The student will choose from a set of pictures the matching compromise for a given situation.

BEHAVIORAL OBJECTIVES

aws, rules, praise, and ridicule.

classroom and tell why these same rules might not be applicable in another class.

e classroom and identify what restrains his behavior.

ition of "equality of opportunity" can be interpreted as allowing/or not allowing for equality.

without rules.

must obey.

given dispute.

uld need to make if he were taken 100 years back in time.

ian contributed to the culture of the colonies.

natching compromise for a given situation.

GENERALIZATION	CONCEPTS	
<p>The interdependence of groups in a complex contemporary society serves as a bond that holds that society together.</p>	<p>Morality and choice</p>	<p>A. Morality dictates a standard of value.</p> <p>B. Man as a reasoning animal has the opportunity for moral decisions.</p> <p>C. Morality implies conscience and choice implies responsibility.</p>
	<p>Dignity of man</p>	<p>A. All men are expected to respect the dignity of others.</p> <p>B. Human dignity should be recognized by every citizen.</p> <p>C. Worth of an individual cannot be judged by material possessions.</p>

SUB-CONCEPTS

morality dictates a standard of value.

man as a reasoning animal has the opportunity to make free choices but must accept responsibility for these decisions.

morality implies conscience and choice implies responsibility.

All men are expected to respect the dignity of all other men.

Human dignity should imply to every citizen the worth of all individuals.

Worth of an individual cannot be judged by accomplishments or social position.

BEHAVIORAL OBJECTIVES

- A. The student will identify those actions acceptable by our society in the realm of law and order.
 - B. The student will identify from a list those statements that are to be obeyed without question in the community.
 - C. The student will give reasons why some students have more privileges than others in his school.
-
- A. The student will list the people in the community who help him daily.
 - B. The student will list the attributes necessary for a peer or an adult to be considered a friend and a leader.
 - C. The student will put in sequence, (from important to least important, a list of qualities which are necessary for a person to be considered a leader and social position at the bottom.

BEHAVIORAL OBJECTIVES

by our society in the realm of law and order.

ts that are to be obeyed without question in the schools and those that are open to question.

ve more privileges than others in his school.

who help him daily.

peer or an adult to be considered a friend and tell whether the association breeds cooperation or competition.

to least important, a list of qualities which are important in judging human dignity, leaving accomplishments

GENERALIZATION	CONCEPTS	SU
<p>Every group is a complex of roles. Group members perform given roles and have some understanding of the expectations associated with those roles. As a member of various groups, a person may learn and assume different roles during a particular period in his life and at various stages in his development and maturation.</p>	Power	<p>A. Power has many connotations to many different</p> <p>B. Power relationships abound throughout society</p> <p>C. Power can either be a goal or the means to goal</p>
	Social control	<p>A. There are many types of authority that act as</p> <p>B. There is a need for social control at all levels</p>
	Interaction	<p>A. Individuals enter into relationships with a great</p> <p>B. Within a social system the interaction of individuals</p> <p>C. Two general types of interaction are competition</p>

SUB-CONCEPTS

Power has many connotations to many different people.

Power relationships abound throughout society and societies.

Power can either be a goal or the means to goal attainment.

There are many types of authority that act as means of social control.

There is a need for social control at all levels of society.

Individuals enter into relationships with a great number of individuals and groups.

Within a social system the interaction of individuals and groups follows a certain form.

Two general types of interaction are competition and cooperation.

BEHAVIORAL OBJECTIVES

- A. The student will distinguish between the different roles associated with leader and follower for
- B. The student will put in order from the highest to the lowest the power structure of his family and
- C. The student will list reasons why a student would want to be president of his classroom.
- A. The student will construct a chart showing the power structure of the school/community.
- B. The student will state the amount of power a given person should have within a specific power s
- A. The student will identify common goals evident in various social groups from the standpoint of n
- B. The student will diagram the form of interaction needed in a given game situation.
- C. The student will choose from a list of situations those situations representing competition and the

BEHAVIORAL OBJECTIVES

different roles associated with leader and follower for a given power structure.

highest to the lowest the power structure of his family and school.

who would want to be president of his classroom.

changing the power structure of the school/community.

what a given person should have within a specific power structure.

power evident in various social groups from the standpoint of needs.

interaction needed in a given game situation.

classifications those situations representing competition and those situations representing cooperation.

SUGGESTED MULTIMEDIA FOR SOCIOLOGY --LE

STANDARD FOCAL REFERENCE GUIDES

Laidlaw
Families and Social Needs

Prentice - Hall
People and Their Social Actions
(Man in Action Series)

Silver Burdett
Communities and Their Needs

SRA
Neighbors At Work

CONCEPT PENETRATION SOURCES

Suggested that one each of the following be made available
for each 20 students.

Allyn and Bacon
Learning About Our Neighbors

Benefic Press
You Visit a Fire Station
You Visit a Steamship - Airport
You Visit a Newspaper, Television Station
You Visit a Museum, Library
You Visit a Dairy, Clothing Factory
You Visit a Sugar Refinery, Fruit
How We Use Maps and Globes
How Families Live Together
How People Live in the Big City
You and the Neighborhood

Franklin
Where in the World do You Live?

Heath
Comm

Scott-For
In the

FILMSTRIPS

Churchill
They
Father
Mother

Educational
Life in

Encyclopedia
Guida
Safety

Holt, Rine
Words

Society for
Learn
The U

TRANSPARE

Society for
Postal
Dairy
Fire D
Super
School

SUGGESTED MULTIMEDIA FOR SOCIOLOGY --LEVEL 2

VIDEO GUIDES

Heath
Communities at Work

Scott-Foresman
In the Neighborhood

FILMSTRIPS

Churchill
They Need Me
Fathers Work
Mothers Work Too

Educational Electronics
Life in a Nutshell (Series 860)

Encyclopaedia Britannica
Guidance Stories
Safety Tales

Holt, Rinehart, and Winston
Words and Actions

Society for Visual Education
Learning to Live Together
The United States Flag

TRANSPARENCIES (Study Prints)

Society for Visual Education
Postal Helpers
Dairy Helpers
Fire Department Helpers
Supermarket Helpers
School Helpers

SOURCES

following be made available

TRANSPARENCIES (cont'd)

Neighborhood Friends and Helpers
Keeping the City Clean and Beautiful
Moving Goods for People in the City
Police Department Helpers

MAPS, GLOBES, ATLASES

Benefic Press
How we Use Maps and Globes

Denoyer - Geppert
Geocraft 16" Beginners Globe

Rand McNally
Which Way? How Far? Where?

RECORDS

Learning Arts
Teaching Children Values #702

16mm FILMS

Clark County Media Operations (owned by the District)
Animal Communities and Groups F 5260
Animal Homes F 5572
Animal Tracks and Signs F 0430
Animals and Their Foods F0224
Beginning Responsibility--Being on Time F 0409
Beginning Responsibility--Books and Their Care F 0410
Beginning Responsibility--Taking Care of Things F 0411
Beginning Responsibility--Lunchroom Manners F 5271
CoCo on the Desert F 0612
The Fire House Dog F 0439

Helpers
and Beautiful
in the City

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Where?

#702

tions (owned by the District)
Groups F 5260

F 0430

F0224

--Being on Time F 0409

--Books and Their Care F 0410

--Taking Care of Things F 0411

--Lunchroom Manners F 5271

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The Story of the Wholesale Market F 5607

The Wheat Farmer F 0785

Lands and Waters of Our Earth F 5379

Let's Share with Others F 0455

Neighbors Are Different F 5010

Policeman Walt Learns His Job F 5498

Postman Rain or Shine F 5499

What is a Neighborhood? F 5147

Aims Company

Guidance -- Let's Have Respect

Guidance -- What's Right

Coronet

Conservation for Beginners

McGraw - Hill

Families and Jobs

Families and Rules

Families and Learning

Mothers and What They Do

Fathers and What They Do

<div> <div> HISTORY GEOGRAPHY POLITICAL SCIENCE SOCIOLOGY ECONOMICS ANTHROPOLOGY </div> <div> SOCIOLOGY Level 3 </div> </div>	GENERALIZATION	CONCEPTS	
	<p>Man is a social animal who lives in groups. He may belong to a variety of groups, each of which can be differentiated by its structure.</p>	<p>Sovereignty of the nation-state in the community of nations</p> <p>Industrialization-urbanization syndrome</p> <p>Culture</p>	<p>A. National sovereignty, political, and cultural</p> <p>B. Today, nations are developing their development</p> <p>C. Limitations are taken only limited and the modern dependence among nations</p> <p>D. Today, foreign is related to the</p> <p>A. Historically the</p> <p>B. The industrial a new commercial such as the modern</p> <p>C. Industrialization people who live to the center of</p> <p>D. With the growth opportunities with its uproot</p> <p>E. Industrial and and class hatred both hope and serious and dangerous</p> <p>A. People are much appearance, ideas</p> <p>B. People in other them.</p> <p>C. People through tions that they of life.</p> <p>D. Individuals and our cultural heritage</p>

EPTS	SUB-CONCEPTS
y of -state community	<p>A. National sovereignty exists where common bonds of geographic, economic, political, and cultural ties emerge into such prominence as to form a nation.</p> <p>B. Today, nations are more closely interrelated and they are constantly changing in their development and purposes.</p> <p>C. Limitations are set by growing technology and population. Modern nations can take only limited actions without consideration for the wishes of other nations, and the modern world is witnessing a giving away of sovereignty to interdependence among nations.</p> <p>D. Today, foreign policy is determined by government officials whose understanding is related to the changing role of sovereignty in the twentieth century.</p>
ization- tion	<p>A. Historically the process of industrialization is a product of technical advance.</p> <p>B. The industrial process was both cause and effect. It was a product of science and a new commercial age, but it also set into motion several great social movements such as the movement of population from the farms to the cities.</p> <p>C. Industrialization has provided jobs and new ways of acquiring wealth. Hence, people who lived from the soil and wanted to improve their positions were drawn to the center of the industrial complex.</p> <p>D. With the growth of cities came slums with their multitude of social problems. Job opportunities brought a demand for labor and immigration. Then came migration with its uprooting of traditional ties.</p> <p>E. Industrial and commercial growth gave rise to trusts, monopolies, social unrest, and class hatred. Thus, the industrialization-urbanization syndrome has given both hope and despair to mankind. It has offered great hope and posed many serious and dangerous problems.</p>
	<p>A. People are much alike in feelings and needs, although they often differ in appearance, ideas, and customs.</p> <p>B. People in other lands have customs and traditions that have been passed down to them.</p> <p>C. People throughout the world today are striving to keep certain cultures and traditions that they value and at the same time, making changes to improve their way of life.</p> <p>D. Individuals and groups of individuals of diverse backgrounds have contributed to our cultural heritage.</p>

BEHAVIORAL OBJECTIVES

- A. The student will list the sovereignty factors contributing to the birth of the United States.
 - B. The student will discuss the effects of mass media and transportation on the interrelationships of
 - C. The student will diagram the relationship between two countries for any given situation.
 - D. The student will name some famous leaders, both domestic and foreign, who formulate policy.
-
- A. The student will describe how technology freed farm labor to cities.
 - B. The student will construct a simple horizontal bar graph showing the total number of farmer and
 - C. Given the terms farm, town, city, and metropolis, the student will match them to corresponding Russia, and India.
 - D. The student will identify those things that have happened in the cities as a result of urbanization
 - E. The student will construct a table showing all of the many services provided by cities today.
-
- A. The student will compare two diverse societies and list the needs/feelings which each shares.
 - B. The student will list traditions associated with other countries, e.g., pinata, Mexico; queen, E
 - C. The student will list and describe the past traditions of the Southwest American Indians which th
 - D. The student will identify the holiday customs of other countries represented in United States hol

BEHAVIORAL OBJECTIVES

g to the birth of the United States.

transportation on the interrelationships of nations.

countries for any given situation.

estic and foreign, who formulate policy.

labor to cities.

h showing the total number of farmer and urban dwellers in the United States, China, Russia, and India.

e student will match them to corresponding illustrations which will represent the United States, China,

ned in the cities as a result of urbanization.

any services provided by cities today.

r the needs/feelings which each shares.

ountries, e.g., pinata, Mexico; queen, England.

f the Southwest American Indians which they are striving to keep.

ountries represented in United States holidays.

GENERALIZATION	CONCEPTS	
<p>A society exists in the minds of its members and occurs only when there is communication or interaction among those members. The mere grouping or aggregating of people does not produce a society.</p>	Industrialization-urbanization syndrome	<p>A. Historically the process of industrialization was both cause and effect of the growth of cities.</p> <p>B. The industrial process was both cause and effect of the growth of cities.</p> <p>C. Industrialization has provided jobs and new opportunities and wanted to improve their positions within the cities.</p> <p>D. With the growth of cities came slums with overcrowding for labor and immigration. Then came new social problems.</p> <p>E. Industrial and commercial growth gave rise to the industrialization-urbanization syndrome which has posed many serious and dangerous problems.</p>
	Compromise and adjustment	<p>A. Compromise and adjustment are the keys to survival and conflict.</p> <p>B. Man faces the need to compromise and adjust to his surroundings.</p> <p>C. Each culture is only a small part of a process of compromise and adjustment. Survival depends upon compromise.</p> <p>D. Man should recognize compromise and adjustment as a way of weakness or surrender.</p>
	Interaction	<p>A. Individuals enter into relationships with others.</p> <p>B. Within a social system the interaction of individuals is essential.</p> <p>C. Two general types of interaction are common: cooperation and competition.</p>

SUB-CONCEPTS

Historically the process of industrialization is a product of technical advance.

The industrial process was both cause and effect. It was a product of science and a new commercial age, but it set into motion several great social movements such as the movement of population from the farms to the cities.

Industrialization has provided jobs and new ways of acquiring wealth. Hence, people who lived from the soil and wanted to improve their positions were drawn to the center of the industrial complex.

With the growth of cities came slums with their multitude of social problems. Job opportunities brought a demand for labor and immigration. Then came migration with its uprooting of traditional ties.

Industrial and commercial growth gave rise to trusts, monopolies, social unrest, and class hatred. Thus, the industrialization-urbanization syndrome has given both hope and despair to mankind. It has offered great hope and created many serious and dangerous problems.

Compromise and adjustment are the keys to successfully facing political, economic, social, and religious change and conflict.

Man faces the need to compromise and adjust to his physical, economic, social, political, and religious surroundings.

Man's culture is only a small part of a product of its own invention and discovery; it is the result of adjustment and compromise. Survival depends upon the ability to adjust and compromise.

Man should recognize compromise and adjustment as a natural evolutionary concept and not interpret it as a sign of weakness or surrender.

Individuals enter into relationships with a great number of individuals and groups.

Within a social system the interaction of individuals and groups follows a certain form.

Two general types of interaction are competition and cooperation.

BEHAVIORAL OBJECTIVES

- A. The student will list reasons for the industrialization process in the United States.
 - B. The student will list advantages and disadvantages for living in an urban or rural area.
 - C. The student will graph the growth of Las Vegas over the last fifty years.
 - D. The student will give a solution for a given urban problem.
 - E. The student will differentiate between a monopoly, trust, cartel, and merger by stating an example.
-
- A. The student will describe problems faced in the typical American city today because of compromise.
 - B. The student will successfully solve a given problem by suggesting appropriate alternatives.
 - C. The student will arrange a list of important discoveries and inventions in chronological order.
 - D. The student will describe the economic necessity for compromise between the United States and Britain.
-
- A. The student will diagram the interactions still necessary between the farm and city today.
 - B. The student will play a given part in a given labor-management dispute and state those ideas which are most important.
 - C. The student will identify various divisions of labor in the baking/distribution of a loaf of bread.

BEHAVIORAL OBJECTIVES

ation process in the United States.

ages for living in an urban or rural area.

over the last fifty years.

ban problem.

opoly, trust, cartel, and merger by stating an example of each found in today's business.

e typical American city today because compromise/adjustment are not the rules of the day.

blem by suggesting appropriate alternatives.

coveries and inventions in chronological order.

ity for compromise between the United States and Brazil due to commodities each has that the other wants.

necessary between the farm and city today.

labor-management dispute and state those ideas which his "role" would demand.

labor in the baking/distribution of a loaf of bread.

GENERALIZATION	CONCEPTS	
<p>Man is a flexible, becoming creature. Through the socialization process, he can learn approved ways of behaving in a variety of societies.</p>	Morality and choice	<p>A. Morality dictates a standard of</p> <p>B. Man as a reasoning animal has the decisions.</p> <p>C. Morality implies conscience, and</p>
	Compromise and adjustment	<p>A. Compromise and adjustment are necessary in change and conflict.</p> <p>B. Man faces the need to compromise in his surroundings.</p> <p>C. Each culture is only a small part of the world and compromise. Survival depends on</p> <p>D. Man should recognize compromise as a sign of weakness or surrender.</p>
	Loyalty	<p>A. Loyalty is the willing devotion of a person to a person, idea, or process.</p> <p>B. Loyalty processes are those means by which a person</p> <p>C. The legislative process by which a person's representatives are processes that should be</p> <p>D. Loyalty to ideas such as human dignity is important.</p>

SUB-CONCEPTS

- A. Morality dictates a standard of value.
 - B. Man as a reasoning animal has the opportunity to make free choices but must accept responsibility for these decisions.
 - C. Morality implies conscience, and choice implies responsibility.
-
- A. Compromise and adjustment are the keys to successfully facing political, economic, social, and religious change and conflict.
 - B. Man faces the need to compromise and adjust to his physical, economic, social, political, and religious surroundings.
 - C. Each culture is only a small part of a product of its own invention and discovery; it is the result of adjustment and compromise. Survival depends upon the ability to adjust and compromise.
 - D. Man should recognize compromise and adjustment as a natural evolutionary concept and not interpret it as a sign of weakness or surrender.
-
- A. Loyalty is the willing devotion of an individual to a cause greater than himself as represented by an institution, idea, or process.
 - B. Loyalty processes are those means employed to achieve as ends the other cultural values of a given society.
 - C. The legislative process by which all sections of the country are represented and the choosing of one's representatives are processes that should command loyalty.
 - D. Loyalty to ideas such as human dignity, equality of opportunity, and freedom of speech and religion are important.

BEHAVIORAL OBJECTIVES

- A. The student will identify reasons for the many riots/demonstrations going on today.
- B. The student will name reasons why taxation and the draft are an integral part of American life to
- C. The student will describe reasons why some of our more famous presidents were considered famous
- A. The student will describe how he can more effectively get more allowance (economic) even thou
- B. The student will cite examples of famous men who were compromising and those who were uncom
- C. The student will describe problems early American Colonists had with their English counterparts.
- D. The student will identify those elements important for compromise and those that are not importan
- A. The student will name some famous Americans who gave their life for their country.
- B. The student will name three acts as loyal to the United States and three unpatriotic ones.
- C. The student will construct a scrapbook including a calendar of our most important holidays with a
- D. The student will identify important elements to any written constitution such as those in the Unit

BEHAVIORAL OBJECTIVES

onstrations going on today.

it are an integral part of American life today.

amous presidents were considered famous.

get more allowance (economic) even though he has little say-so in his household (political).

compromising and those who were uncompromising.

nists had with their English counterparts.

compromise and those that are not important.

their life for their country.

States and three unpatriotic ones.

andar of our most important holidays with a brief statement or two on origination and meaning of each holiday.

ten constitution such as those in the United States Constitution.

GENERALIZATION	CONCEPTS	
The interdependence of groups in a complex contemporary society serves as a bond which holds that society together.	Sovereignty of the nation/state in the community of nations	<p>A. National sovereignty exists where com into such prominence as to form a nation</p> <p>B. Today, nations are more closely interrelated purposes.</p> <p>C. Limitations are set by growing technology without considerations for the wishes of sovereignty to interdependence among</p> <p>D. Today, foreign policy is determined by role of sovereignty in the twentieth century</p>
	Input and output	<p>A. Many individuals are producers of either</p> <p>B. All individuals are consumers; directly</p> <p>C. For a stable economy, there must be a balance</p>
	Dignity of man	<p>A. All men are expected to respect the dignity</p> <p>B. Human dignity should imply to every citizen</p>

SUB-CONCEPTS

National sovereignty exists where common bonds of geographic, economic, political, and cultural ties emerge into such prominence as to form a nation.

Today, nations are more closely interrelated, and they are constantly changing in their development and purposes.

Limitations are set by growing technology and population. Modern nations can take only limited actions without considerations for the wishes of other nations, and the modern world is witnessing a giving-way of sovereignty to interdependence among nations.

Today, foreign policy is determined by government officials whose understanding is related to the changing role of sovereignty in the twentieth century.

Many individuals are producers of either goods or services.

All individuals are consumers; directly or indirectly they influence the production of items.

For a stable economy, there must be a balance between production and consumption.

All men are expected to respect the dignity of all other men.

Human dignity should imply to every citizen the worth of all individuals.

BEHAVIORAL OBJ

- A. The student will name the four factors necessary before a nation can be called a nation.
 - B. The student will construct a diagram showing the interrelationships of nations for a given year.
 - C. The student will tell why all flags of the world were placed in Apollo 11 to the moon.
 - D. The student will demonstrate through the role of a foreign diplomat the relationship between two nations in a given situation.
-
- A. The student will label a list of items as either goods or services.
 - B. The student will trace on a chart the production of an article.
 - C. The student will describe the direct relationship between the producer and consumer.
-
- A. The student will demonstrate his ability to deal effectively in conversing with someone from another culture.
 - B. The student will name the common courtesies that should be followed in greeting a person from another culture.

BEHAVIORAL OBJECTIVES

before a nation can be called a nation.

interrelationships of nations for a given political situation.

were placed in Apollo 11 to the moon.

a foreign diplomat the relationships between his responsibility to his country and to other countries in a diplomatic

ods or services.

of an article.

between the producer and consumer, from the standpoint of how each depends on the other.

effectively in conversing with someone different from him in a role-playing situation.

at should be followed in greeting a new person in the community/school.

GENERALIZATION	CONCEPTS	
<p>Every group is a complex of roles. Group members perform given roles and have some understanding of the expectations associated with those roles. As a member of various groups, a person may learn and assume different roles during a particular period in his life and at various stages in his development and maturation.</p>	Institution	<p>A. Every institution has special statutes.</p> <p>B. The three primary institutions in American society.</p> <p>C. Institutions are creations that develop over time.</p> <p>D. Every major institution must have an official seal.</p>
	Power	<p>A. Power has many connotations to many people.</p> <p>B. Power relationships abound throughout society.</p> <p>C. Power can either be a goal or the means to achieve a goal.</p>
	Social change	<p>A. Change is a neutral process; it may be good or bad.</p> <p>B. Some societies change at a more rapid rate than others.</p> <p>C. There are many causes for social change.</p> <ol style="list-style-type: none"> 1. Contact between cultures. 2. The interaction of new ideas or technologies. 3. The development of modern means of communication. 4. Innovation as means of meeting new needs.

SUB-CONCEPTS

- A. Every institution has special statutes and roles.
 - B. The three primary institutions in American society have different effects on individuals within the society.
 - C. Institutions are creations that developed from needs of human beings.
 - D. Every major institution must have organization and a code of norms and specification.
-
- A. Power has many connotations to many different people.
 - B. Power relationships abound throughout society and societies.
 - C. Power can either be a goal or the means to goal attainment.
-
- A. Change is a neutral process; it may progress or decline.
 - B. Some societies change at a more rapid rate of progress than others.
 - C. There are many causes for social change such as the following:
 - 1. Contact between cultures.
 - 2. The interaction of new ideas or materials within a culture.
 - 3. The development of modern means of communication and transportation.
 - 4. Innovation as means of meeting the challenge of social, economic, and political problems.

BEHAVIORAL OBJECTIVES

- A. The student will chart the elements of the primary social institutions.
 - B. The student will describe what effects the rules at home have on his role in that institution.
 - C. The student will describe why the move from farm to city necessitated a demand for more government.
 - D. The student can identify the various components which go into the makeup of a club.
-
- A. The student will tell how the principal's power differs from that of the President of the United States.
 - B. The student will name some powerful people in the city, state, and nation and tell why they are powerful.
 - C. The student will describe what he would gain if he assumed a power role in his classroom.
-
- A. The student will write a short essay explaining whether the following inventions are beneficial or harmful: the telephone, the airplane, the radio, the automobile, the electric light, the electric fan, the electric refrigerator, the electric power, the telephone, and electricity.
 - B. The student will list reasons for great technological advances in the United States.
 - C. The student will tell how the invention of the airplane, telephone, and printing press has greatly changed the world.

BEHAVIORAL OBJECTIVES

al institutions.

e have on his role in that institution.

ty necessitated a demand for more government and education.

go into the makeup of a club.

from that of the President of the United States.

, state, and nation and tell why they are powerful.

omed a power role in his classroom.

the following inventions are beneficial or harmful: automobile, television, machine gun, airplane, tele-

vances in the United States.

, telephone, and printing press has greatly changed the life of society in the past and how it has affected it

STANDARD FOCAL REFERENCE GUIDES

- Ginn
Your Towns and Cities
- Laidlaw
Communities and Social Needs
- Macmillan
Living in Places Near and Far
- Prentice - Hall
People and Their Actions in Social Roles
- Science Research Associates
Our Working World
- Silver Burdett
People Use the Earth

CONCEPT PENETRATION SOURCES

Suggested that one each of the following be made available for each 20 students.

- Allyn and Bacon
Learning About Our Country
- Benefic Press
How Communication Helps Us
How We Get Our Dairy Foods
How We Get Our Clothing
How Schools Help Us
How People Earn and Use Money
How Foods Are Preserved
How We Celebrate Our Fall Holidays
How We Celebrate Our Spring Holidays
How Hospitals Help Us

SUGGESTED MULTIMEDIA FOR SOCIOLOGY--LEVEL 3

How People Live in the Big City
How We Get Our Shelter
How Doctors Help Us

Field Educational Publications
The Magic Door
Stranger at Cherry Hill
China Boy

Ginn
Trail Blazers of American History

Holt, Rinehart, and Winston
American Biographies

Houghton Mifflin
Citizens All
Proudly We Hail

Laidlaw
Great Names in American History

Macmillan
They Made America Great

FILMSTRIPS

Churchill
Airport Service
A City is Many Things
Fathers Work
Mothers Work Too

Encyclopaedia Britannica
Our Public Utilities

FILMSTRIPS (cont'd)

Developing Your Personality
Community Services
Children of Many Lands
Government in Action

McGraw - Hill

Holiday Series, Set I and II
Community Transportation Set

RMI Films

George Washington Carver
Charles A. Lindberg

Society for Visual Education

John Fitzgerald Kennedy
Leading American Negroes
Learning to Live Together

TRANSPARENCIES AND CHARTS

(Picture Kits)

Silver Burdett

Families Around the World
Living in the United States
Living in Kenya
Living in France
Living in Japan
Living in Brazil
Columbus Day
Thanksgiving Day
Christmas Around the World
United Nations Day --Brotherhood Week
Lincoln's Birthday
Washington's Birthday
Flag Day--Independence Day

Denoyer-Geppert

Europe (18 pictures) Set WGP2

MAPS, GLOBES, ATLASES

Allyn and Bacon

Understanding Maps

Benefic Press

How we Use Maps and Globes

Denoyer-Geppert

Geocraft 16" Beginners Globe

Project Problem 16" Slated Outline Globe

Beginners World Map with Geographical Terms

My Weekly Reader

Map Studies for Third Grade

Rand McNally

Which Way? How Far? Where?

Sullivan Program Geography I, II, III

RECORDS

Bowmar

Folk Songs of the Americas We85

Folk Songs of Our Pacific Neighbors

Patriotic Songs We91

RCA

Our Country 'Tis of Thee

Stories of the Civil War

TAPES AND FILM LOOPS (Super 8)

Eye Gate House

The Desert

Around the Sun

Determining Position by Latitude and Longitude

(Picture Kits)

hood Week

16mm FILMS (Owned by the District)

Clark County Media Operations

Cities

The City

Claudius, Boy of Ancient Rome
Neighborhoods are Different
Money in the Bank and Out

Community Services

City Fire Fighters
Fireman on Guard
The Mailman
Policeman Walt Learns His Job
Policeman, Day and Night
Story of the Wholesale Market
Airport in the Jet Age
The Busy Airport
Bakery Beat
The Truck Driver
Trucks and Trains
Tugboats and Harbors
Your Friend the Doctor
Our Postoffice
Community Helpers- The Sanitation Department
The Busy Harbor

Family Life and General Interest

Our Family Works Together
Courtesy for Beginners
What do Fathers Do?
What Does Our Flag Mean?
What is a Map?
What is a Neighborhood?
Where Does our Food Come From?
Where Does our Meat Come From?

Famous People

Abraham Lincoln

Boyhood of Abraham Lincoln
Andrew Jackson
Boyhood of Thomas Edison
Christopher Columbus
Daniel Boone
Johnny Appleseed (Legend of)

Inventions

Using Maps--Measuring Distance
A Space Flight Around the Earth
Communication for Beginners
The Cuckoo Clock That Wouldn't Cuckoo
How Machines and Tools Help Us
Machines that Move Earth
Pipes in the House
An Airplane Trip by Jet

Rural- Urban

Farm Animals
The Dairy Farm
Dairy Farm to Door
Farmer Dón and the City
Farmyard Babies
Autumn on the Farm
One Day on the Farm
George's New Suit--Where Clothing Comes From
The Tree
Poultry Farm to Market
River Valley
Truck Farm to Train
Food Store
Sheep and Shepherds

Society

Beginning Responsibility--Doing Things for Ourselves
Beginning Responsibility--Doing Things for Other People
Beginning Responsibility--Rules at School
Beginning Responsibility--Taking Care of Things
Beginning Responsibility--Using Money Wisely

16mm FILMS (con.'d)

Aims

Fireboat Ready for a Run
Transportation by Helicopters
Guidance. . .Let's Have Respect
Guidance. . .What's Right?

Avis

Children of Hawaii

Coronet

We Explore Mountain Life

Encyclopaedia Britannica

Yugoslav Boy: Story of Frane
The Orange Grower
Midland Metropolis
If You Could See the Earth
South Pacific Island Children

McGraw-Hill

Cities and Protection
Cities and Recreation
Cities and Transportation
Cities and Commerce
O'er the Ramparts we Watched
Japanese Village Life
Cities and Government
Children of the Fort

<div> <div> HISTORY GEOGRAPHY POLITICAL SCIENCE SOCIOLOGY ECONOMICS ANTHROPOLOGY </div> <div> ANTHROPOLOGY Kindergarten <u>Vehicles</u> Family Home Neighborhood School Farm Safety and Health </div> </div>	GENERALIZATION	CONCEPTS	
	<p>Culture is a total lifeway, not just a superficial set of customs. It largely shapes how man feels, behaves, and perceives as he adapts to his world.</p>	<p>Conflict--its origin, expression, and resolution</p> <p>Social change</p> <p>Empathy</p>	<p>A. Co and</p> <p>B. Soc the ex he rea</p> <p>C. The par vic</p> <p>A. Che</p> <p>B. Son</p> <p>C. The 1. 2. 3. 4.</p> <p>A. Em thro spo</p> <p>B. Emp and</p> <p>C. The exp</p>

ON	CONCEPTS	SUB-CONCEPTS
<p>away, not of cus- pes how and per- to his</p>	Conflict--its origin, expres- sion, and resolu- tion	<p>A. Conflict is characteristic of the growth and development of individuals and of civilization as a whole.</p> <p>B. Society is constantly pressured to respond to conflicting forces. Rather than to minimize conflict or shield young students from the fact of its existence, we should make them aware of the origins of conflict and help them to develop healthy attitudes toward conflict as an aspect of reality with which they must learn to cope.</p> <p>C. This concept is developed to assist the student to acquire satisfactory patterns of conflict resolution whether with classmates, between individuals and the state, or between nations to be used throughout life.</p>
	Social change	<p>A. Change is a neutral process; it may progress or decline.</p> <p>B. Some societies change at a more rapid rate of progress than others.</p> <p>C. There are many causes for social change such as the following:</p> <ol style="list-style-type: none"> 1. Contact between cultures. 2. The interaction of new ideas or materials within a culture. 3. The development of modern means of communication and transportation. 4. Innovation as means of meeting the challenge of social, economic, and political problems.
	Empathy	<p>A. Empathy is the concept of demonstrating the ability to understand others through one's self-responses that are identical with or similar to the responses of others.</p> <p>B. Empathy is a basic function in society in relation to sharing the attitudes and behavior of others.</p> <p>C. The ability to exert empathy depends on the amount of knowledge and experience one has when attempting to understand a person or a problem.</p>

BEHAVIORAL OBJECTIVES

- A. The student will describe orally how he would play with children from different cultures in different settings.
 - B. The student will demonstrate by his behavior how he will behave when he attends his classes in different settings.
 - C. The student, in a situation where he is in conflict with a classmate, will demonstrate by his behavior how he will handle the situation in different terms.
-
- A. The student will identify changes man made in the construction of the wheel (start from its invention to its decline).
 - B. The student will state which of two given societies progressed the fastest.
 - C. The student, given eight pictures representing a variety of modes of transportation used in the past and modern methods and orally explain how these have made a change in our life compared to our present.
-
- A. The student will view pictures of faces showing happiness, sadness, and others and describe the feelings.
 - B. The student, after viewing pictures showing families in varying situations, will describe how he would feel.
 - C. The student will act out how another child his age would feel if he lost his pet.

BEHAVIORAL OBJECTIVES

children from different cultures in different places including the school.

behave when he attends his classes in school, in religious school, at a birthday party, and at a movie.

classmate, will demonstrate by his behavior that he is able to resolve the problem and remain on friendly

struction of the wheel (start from its invention) and state whether the change process represents progress or

ressed the fastest.

of modes of transportation used in the past one hundred years to the present, will correctly identify the
a change in our life compared to our grandparents.

ss, sadness, and others and describe the emotions he sees.

varying situations, will describe how he feels and how each member of the family feels in that situation.

d feel if he lost his pet.

GENERALIZATION	CONCEPTS	
<p>Every cultural system is an interconnected series of ideas and patterns for behavior in which changes in one aspect generally lead to changes in other segments of the system.</p>	Compromise and adjustment	<p>A. Compromise and adjustment are the keys to success and conflict.</p> <p>B. Man faces the need to compromise and adjust to his surroundings.</p> <p>C. Each culture is only a small part of a product of adjustment and compromise. Survival depends on it.</p>
	Social control	<p>A. There are many types of authority that act as means of control.</p> <p>B. There is a need for social control at all levels of society.</p>
	Social change	<p>A. Change is a neutral process; it may progress or regress.</p> <p>B. Some societies change at a more rapid rate of change than others.</p> <p>C. There are many causes for social change such as:</p> <ol style="list-style-type: none"> 1. Contact between cultures. 2. The interaction of new ideas or materials with old. 3. The development of modern means of communication. 4. Innovation as means of meeting the challenges of life.

SUB-CONCEPTS

Compromise and adjustment are the keys to successfully facing political, economic, social, and religious change and conflict.

Human beings face the need to compromise and adjust to his physical, economic, social, political, and religious surroundings.

Human culture is only a small part of a product of its own invention and discovery; it is the result of invention and compromise. Survival depends upon the ability to adjust and compromise.

There are many types of authority that act as means of social control.

There is a need for social control at all levels of society.

Social change is a neutral process; it may progress or decline.

Some societies change at a more rapid rate of progress than others.

There are many causes for social change such as the following:
1. Contact between cultures.

2. The interaction of new ideas or materials within a culture.

3. The development of modern means of communication and transportation.

4. Innovation as means of meeting the challenge of social, economic, and political problems.

BEHAVIORAL OBJECTIVES

- A. The student will demonstrate by his behavior on the playground in a game situation that he is able suggesting a compromising solution.
- B. The student will pick out from a group of pictures portraying clothing those suited for the climate
- C. The student will put in chronological order a set of pictures portraying various types of communication and what adjustments each device meant to man.
- A. The student will orally name the people who keep law and order at home, in the school, and in the community.
- B. The student will explain what would happen to the community if there were no policemen to enforce the law.
- A. The student will describe the student grouping changes he notices in the classroom and on the playground.
- B. The student will demonstrate his understanding that a person's routine often changes by describing his own routine.
- C. The student will state the ways society changed as a result of the airplane.

BEHAVIORAL OBJECTIVES

ound in a game situation that he is able to resolve conflict with another student over whose turn it is, by

g clothing those suited for the climate in Las Vegas and explain why he made his choice.

s portraying various types of communication devices (past 100 years to present) and will explain orally

order at home, in the school, and in the community.

ity if there were no policemen to enforce law and order.

notices in the classroom and on the playground and will tell why he thinks such changes occur.

on's routine often changes by describing how his daily routine is altered if his mother gets sick.

of the airplane.

GENERALIZATION	CONCEPTS	SUB-
<p>The customs and beliefs of people are often made more understandable by studying them in terms of the social interrelations among types of individuals, group status, and roles in social action.</p>	Social change	<p>A. Change is a neutral process; it may progress or degenerate.</p> <p>B. Some societies change at a more rapid rate of progress than others.</p> <p>C. There are many causes for social change such as:</p> <ol style="list-style-type: none"> 1. Contact between cultures. 2. The interaction of new ideas or materials with old. 3. The development of modern means of communication. 4. Innovation as means of meeting the challenge of survival.
	Interaction	<p>A. Individuals enter into relationships with a great number of others.</p> <p>B. Within a social system the interaction of individuals is continuous.</p> <p>C. Two general types of interaction are competition and cooperation.</p> <p>D. The basis of all human interaction is found in social contact.</p>
	Empathy	<p>A. Empathy is the concept of demonstrating the ability to understand the feelings of others as if they were identical with or similar to the responses of others.</p> <p>B. Empathy is a basic function in society in relation to social contact.</p> <p>C. The ability to exert empathy depends on the amount of social contact and the ability to understand a person or a problem.</p>

SUB-CONCEPTS

- . Change is a neutral process; it may progress or decline.
- . Some societies change at a more rapid rate of progress than others.
- . There are many causes for social change such as the following:
 - 1. Contact between cultures.
 - 2. The interaction of new ideas or materials within a culture.
 - 3. The development of modern means of communication and transportation.
 - 4. Innovation as means of meeting the challenge of social, economic, and political problems.
- . Individuals enter into relationships with a great number of individuals and groups.
- . Within a social system the interaction of individuals and groups follow a certain form.
- . Two general types of interaction are competition and cooperation.
- . The basis of all human interaction is found in social systems.
- . Empathy is the concept of demonstrating the ability to understand others through one's self-responses that are identical with or similar to the responses of others.
- . Empathy is a basic function in society in relation to sharing the attitudes and behavior of others.
- . The ability to exert empathy depends on the amount of knowledge and experience one has when attempting to understand a person or a problem.

BEHAVIORAL OBJECTIVES

- A. The student will identify changes man made in the construction of the wheel (start from its invention to its decline).
 - B. The student will state which of two given societies progressed the fastest.
 - C. The student, given eight pictures representing a variety of modes of transportation used in the past and modern methods and orally explain how these have made a change in our life compared to our grandparents.
-
- A. The student will demonstrate by his behavior that he is able to make a new student feel welcome.
 - B. The student will demonstrate by his behavior in free class time and recess that he is able to get along with others.
 - C. The student will demonstrate by his behavior in a game situation in physical education or recess in teamwork.
 - D. The student will describe orally some activities that involve his family group.
-
- A. The student will view pictures of faces showing happiness, sadness, and others and describe the emotions.
 - B. The student, after viewing pictures showing families in varying situations, will describe how he feels.
 - C. The student will act out how another child his age would feel if he lost his pet.

BEHAVIORAL OBJECTIVES

of the wheel (start from its invention) and state whether the change process represents progress or the fastest.

es of transportation used in the past one hundred years to the present, will correctly identify the change in our life compared to our grandparents.

make a new student feel welcome.

and recess that he is able to get along with classmates and follow school rules.

n in physical education or recess that he has the spirit to win, yet follows the rules and practices

s family group.

ness, and others and describe the emotions he sees.

g situations, will describe how he feels and how each member of the family feels in that situation.

if he lost his pet.

SUGGESTED MULTIMEDIA FOR ANTHROPOLOGY

STANDARD FOCAL REFERENCE GUIDES

American Book Company

See and Say Books and Records (must be purchased in quantities of 10 per title)

Round Trip	Time Out
Think First	Just Ask
So What	Just Something
Welcome	Next Time
New Faces	I Did
Look At Me	The Helper
Keep Up	A Friend
Just Stop It	Can I Keep Him?
It's Mine	

Harper & Row

Discussion Pictures for Beginning Social Science

Holt, Rinehart & Winston

Words In Action

Language Arts

Myself

Other People Around Me

Motor - Perceptual Learning

Verbal Communication

CONCEPT PENETRATION SOURCES

Benefic Press

You and Your Family

You and Others

You and Your Friends

I Am Here

My Family and I

I Can Do It

Community Friends

I Live In The City

Ani

Goi

Goi

In C

In C

Hov

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Bowmar

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Do Y

My

Holt, Rin

Will

Laidlaw

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Learning

My F

Silver Bu

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Neig

Franklin V

A Tri

City

FILMSTRIPS

Churchill

ESTED MULTIMEDIA FOR ANTHROPOLOGY--KINDERGARTEN

chased in

Animals We Know
Going and Coming
Going To School
In Our Class
In Our School
How People Live in the Big City
How Families Live

Bowmar

Father Is Big
Do You Know What?
My Tricycle and I

Science

Holt, Rinehart & Winston
William, Andy and Ramon

Laidlaw

People At Home

Learning Arts

My Family My Home

Silver Burdett

Families Around the World

Society for Visual Education

Families At Work and Play

School Helpers

Neighborhood Friends and Helpers

Franklin Watts

A Trip Through School

City Workers

FILMSTRIPS

Churchill

207

FILMSTRIPS (cont'd)

They Need Me
Mothers Work Too
Father's Work

Educational Electronics
Life in a Nutshell

Encyclopaedia Britannica
The Home Community
Shelter
Developing Your Personality
Guidance Stories
Safety Tales
A City is Many Things

McGraw-Hill
Children's Word Series
How We Get Our Homes
Families Around the World

Society for Visual Education
Robert and His Family
True Community Helper Series
Learning to Live Together

MAPS, GLOBES, ATLASES

Rand McNally
Primary Globe #16-5002-C

RECORDS

Decca
The Little House
Singing Across the Land

Folk

R.C.

16mm

Clark

Build

Let's

The

Pipe

What

Allen

Our

Begin

Begin

Begin

Begin

Court

The

Farm

The

One

Our

Neig

What

The

Bicyc

The

I'm

Safety

Healt

Living

In

Folkway Scholastic Record
Sounds of My City

R.C.A.

Around the Block, Around the World
What Do You Want To Be When You Grow Up?

16mm FILMS (Owned by the District)

Clark County Media Operations

Building a House F5029
Let's Build a House F5524
The New House - Where it Comes From F0586
Pipes in the House F5173
What Do Fathers Do F5613
Allen is my Brother F5569
Our Family Works Together F5596
Beginning Responsibility: Books and Their Care F0410
Beginning Responsibility: Doing Things for Ourselves in School F5270
Beginning Responsibility: Rules at School F5273
Beginning Responsibility: Taking Care of Things F0411
Courtesy for Beginners F5582
The Cautious Twins F0209
Farmer Don and the City F5197
The Dairy Farmer F0786
One Day on the Farm F5417
Our Community F0476
Neighborhoods Are Different F5010
What is a Neighborhood F5147
The City F5012
Bicycle Rules of the Road F5575
The Big Wide Highway F5277
I'm no Fool as a Pedestrian F5182
Safety Belt for Susie F5602
Healthy Families F0100
Living and Growing F0621
In Case of Fire - Fire Drills and Fire Safety F0868

16mm FILMS (cont'd)

F0425 City Fire Fighters
F0439 The Firehouse Dog
F5214 Playground Safety (second edition)
F5434 Primary Safety: In the School Building
F5435 Primary Safety: On the School Playground
F5442 Safety After School
F5603 Safety Rules for School
F5560 Farm Animals (second edition)
F0275 Farm Babies and their Mothers
F0276 Farmyard Babies
F0441 The Fireman (second edition)
F5496 Firemen - On Guard

Aims

Guidance - Let's Have Respect
Guidance - What's Right
What Mothers Do
Houses Ahead
Dairy Farm Today

Bailey Films

We Live in A Trailer

Coronet

Fairness for Beginners
Your Family
The Fun of Making Friends

Film Associates of California

Getting Angry
Growing Up - Growing Older
Danish Farm Family

McGraw - Hill

Families & Jobs
Families & Rules
Families & Learning
Cities & Shelter

(second edition)
The School Building
The School Playground

ool
(second edition)
The Mothers

(second edition)
d

Respect

ds

ca

Older

The City Community
Cities & Transportation
Cities & Jobs

		GENERALIZATION	CONCEPTS	
HISTORY GEOGRAPHY POLITICAL SCIENCE SOCIOLOGY ECONOMICS ANTHROPOLOGY	ANTHROPOLOGY	Study of practically any behaviors and beliefs among primitive people, no matter how unusual, is of direct relevance to understanding our own complex culture. It appears that humans everywhere shape their beliefs and behaviors in response to the same fundamental human problems.	Culture	A. People are... in appear... B. People in... down to r... C. People th... and tradit... to improv... D. Individua... tributed r...
	Level 1		Interaction	A. Individua... and group... B. Within a... a certain... C. Two gene... D. The basis...
	<u>Vehicles</u> Family Home Neighborhood School Farm Safety & Health		Empathy	A. Empathy... through o... responses... B. Empathy... and behav... C. The abilit... experience... lem.

DEFINITION	CONCEPTS	SUB-CONCEPTS
<p>any behaviors primitive people, al, is of direct standing our own appears that shape their s in response total human</p>	Culture	<p>A. People are much alike in feelings and needs, although they often differ in appearance, ideas, and customs.</p> <p>B. People in other lands have customs and traditions that have been passed down to them.</p> <p>C. People throughout the world today are striving to keep certain cultures and traditions that they value and at the same time, making changes to improve their way of life.</p> <p>D. Individuals and groups of individuals of diverse background have contributed to our cultural heritage.</p>
	Interaction	<p>A. Individuals enter into relationships with a great number of individuals and groups.</p> <p>B. Within a social system the interaction of individuals and groups follows a certain form.</p> <p>C. Two general types of interaction are competition and cooperation.</p> <p>D. The basis of all human interaction is found in social systems.</p>
	Empathy	<p>A. Empathy is the concept of demonstrating the ability to understand others through one's self-responses that are identical with or similar to the responses of others.</p> <p>B. Empathy is a basic function in society in relation to sharing the attitudes and behavior of others.</p> <p>C. The ability to exert empathy depends on the amount of knowledge and experiences one has when attempting to understand a person or a problem.</p>

BEHAVIORAL OBJECTIVES

- A. The student, given a picture of a child with a different appearance from his, will orally describe similarities and differences.
 - B. The student will describe orally the differences in our own style of clothing as compared with a picture of a person from another culture and tell why he and the person in the example dress as they do.
 - C. The student will describe orally a food that has long been associated with a given country and describe its preparation.
 - D. The student will describe orally some contributions given to our culture from the Indian, the Negro, the Chinese, and the Japanese.
-
- A. The student will construct a drawing showing how people are involved with other people every day in their lives.
 - B. The student will describe orally several rules that he follows in school which provides for more order and discipline.
 - C. The student will display a spirit to win and good sportsmanship in a game situation.
 - D. The student will orally compare his learning activities which are similar in school and home.
-
- A. The student will orally describe his feelings should a change in his family's structure occur.
 - B. The student will demonstrate by his behavior at school that he is able to work and play with his classmates.
 - C. The student will demonstrate his interest in people from other countries with different cultures by checking out books and talking about people talked about in class.

BEHAVIORAL OBJECTIVES

nt appearance from his, will orally describe similar feelings that they might both have.

own style of clothing as compared with a picture of a person from another country in his native dress and
they do.

been associated with a given country and describe some modern advances made by that country.

ven to our culture from the Indian, the Negro, and the Pilgrim.

ple are involved with other people every day in many activities such as work, recreation, or in the family.

follows in school which provides for more orderly activities with his classmates, e.g., taking turns in a game.

smanship in a game situation.

s which are similar in school and home.

change in his family's structure occur.

ol that he is able to work and play with his classmates cooperatively.

om other countries with different cultures by checking out, from the school library, books related to those

GENERALIZATION	CONCEPTS	
<p>Explanation of human behavior is essentially one-sided and incomplete unless information about man's biological, cultural, social, and psychological characteristics is taken into account, together with information about man's biophysical environment.</p>	Habitat and its significance	<p>A. Man affects and is affected by his nat</p> <p>B. Habitat is the resource base of man's s</p> <p>C. Water in the form of oceans, rivers, a agriculture, communication, transport</p> <p>D. Landforms influence climate and the p</p> <p>E. Climate influences ways of living.</p> <p>F. Habitat tends to direct man until he a</p> <p>G. International problems are often cause</p> <p>H. Rituals, ceremonies, and superstitions</p>
	Culture	<p>A. People are much alike in feelings and</p> <p>B. People in other lands have customs and</p> <p>C. People throughout the world today are the same time, making changes to impr</p> <p>D. Individuals and groups of individuals o</p>
	Social change	<p>A. Change is a neutral process; it may pro</p> <p>B. Some societies change at a more rapid</p> <p>C. There are many causes for social chang</p> <ol style="list-style-type: none"> 1. Contact 2. The interaction of new ideas or ma 3. The development of modern means 4. Innovation as means of meeting the

SUB-CONCEPTS

Man affects and is affected by his natural environment.

Habitat is the resource base of man's society.

Water in the form of oceans, rivers, and lakes covers three-fourths of the earth's surface influencing climate, agriculture, communication, transportation, and trade.

Landforms influence climate and the provision of food, shelter, and clothing.

Climate influences ways of living.

Habitat tends to direct man until he accepts or alters it.

International problems are often caused by geographic conditions.

Rituals, ceremonies, and superstitions of various people may be related to their physical environment.

People are much alike in feelings and needs, although they often differ in appearance, ideas, and customs.

People in other lands have customs and traditions that have been passed down to them.

People throughout the world today are striving to keep certain cultures and traditions that they value and at the same time, making changes to improve their way of life.

Individuals and groups of individuals of diverse background have contributed to our cultural heritage.

Change is a neutral process; it may progress or decline.

Some societies change at a more rapid rate of progress than others.

There are many causes for social change such as the following:

1. Contact
2. The interaction of new ideas or materials within a culture.
3. The development of modern means of communication and transportation.
4. Innovation as means of meeting the challenge of social, economic, and political problems.

BEHAVIORAL OBJECTIVES

- A. The student will pick out from a variety of pictures depicting different climates those pictures representing the climate of the desert.
- B. The student, given a variety of pictures portraying various types of homes, both animals' and people's, will orally explain why the type of home is suited to the climate.
- C. The student will demonstrate his understanding of the difference between a lake, a river, and an ocean.
- D. The student will portray a desert scene which shows the food, shelter, or clothing for this climate.
- E. The student will view a film such as "Homes Around the World" and orally describe why different types of homes are built in different climates.
- F. The student will explain orally why many Indians built homes like the type that was portable.
- G. The student, given a picture of a watering hole for cattle with the explanation that it lies between two mountains, will orally explain why it might have been built there.
- H. The student will orally explain why Indians living in a desert climate might have different types of homes.
- A. The student, given a picture of a Japanese child playing, will describe orally the things that he considers to be common to his own culture.
- B. The student will describe orally the Doll Festival in Japan and explain why it has remained a part of Japanese culture.
- C. The student, given pictures representing American patriotic holidays such as the Fourth of July and Memorial Day, will orally explain why they are celebrated.
- D. The student will draw a picture depicting how individuals or groups of individuals with different backgrounds have contributed to the American culture.
- A. The student will orally describe how his own family may experience a change, e.g., the arrival of a new member or the departure of a member, and how they will cope with the change.
- B. The student, given pictures of Las Vegas and another city of lesser growth, will orally explain why Las Vegas has grown so rapidly.
- C. The student will arrange the pictures of various means of transportation in chronological order.

BEHAVIORAL OBJECTIVES

...cting different climates those pictures representing a desert climate like that in Las Vegas.

...ous types of homes, both animals' and people's from different cultures, will identify who lives in each home.

...ifference between a lake, a river, and an ocean by identifying pictures of each.

... food, shelter, or clothing for this climate.

...e World" and orally describe why different climates influence the design and various types of materials used

...homes like the type that was portable.

...tle with the explanation that it lies between two ranches, will explain some problems that the ranch owners

...desert climate might have different types of dances and ceremonies from Indians living in a colder climate.

...ng, will describe orally the things that he and the child in the picture might both enjoy doing or have in

...apan and explain why it has remained a part of their culture for years.

...riotic holidays such as the Fourth of July and Memorial Day, will orally describe these holidays and explain

...als or groups of individuals with different backgrounds such as the Negro, American Indian, or the Pilgrims

...y experience a change, e.g., the arrival of a new baby, a relative moving in, or a brother or sister getting

...city of lesser growth, will orally explain why Las Vegas is growing so rapidly.

...of transportation in chronological order.

GENERALIZATION	CONCEPTS	
<p>Practically all the significant differences in behavior among human populations, including expression of attitudes, intelligence, and other psychological characteristics, are understandable as learned cultural patterns rather than biologically inherited characteristics.</p>	Culture	<p>A. People are much alike in feelings and attitudes.</p> <p>B. People in other lands have customs and beliefs that are different from those of their own people.</p> <p>C. People throughout the world today are making changes to improve their lives at the same time, making changes to improve their lives.</p> <p>D. Individuals and groups of individuals are constantly changing.</p>
	Social change	<p>A. Change is a neutral process; it may be good or bad.</p> <p>B. Some societies change at a more rapid rate than others.</p> <p>C. There are many causes for social change.</p> <ol style="list-style-type: none"> 1. Contact between cultures. 2. The interaction of new ideas or movements. 3. The development of modern means of communication. 4. Innovation as means of meeting the needs of the society.
	Interaction	<p>A. Individuals enter into relationships with others.</p> <p>B. Within a social system the interaction of individuals is important.</p> <p>C. Two general types of interaction are cooperation and competition.</p> <p>D. The basis of all human interaction is the need for social contact.</p>

SUB-CONCEPTS

People are much alike in feelings and needs, although they often differ in appearance, ideas, and customs.

People in other lands have customs and traditions that have been passed down to them.

People throughout the world today are striving to keep certain cultures and traditions that they value and at the same time, making changes to improve their way of life.

Individuals and groups of individuals of diverse background have contributed to our cultural heritage.

Social change is a neutral process; it may progress or decline.

Some societies change at a more rapid rate of progress than others.

There are many causes for social change such as the following:

- Contact between cultures.

- The interaction of new ideas or materials within a culture.

- The development of modern means of communication and transportation.

- Innovation as means of meeting the challenge of social, economic, and political problems.

Individuals enter into relationships with a great number of individuals and groups.

Within a social system the interaction of individuals and groups follows a certain form.

Two general types of interaction are competition and cooperation.

The basis of all human interaction is found in social systems.

BEHAVIORAL OBJECTIVES

- A. The student will show that he has learned to share with others by demonstrating this behavior.
- B. The student will orally explain why Orientals use chopsticks as compared to his using silverware.
- C. The student will state orally three things the Japanese have done to improve their way of life.
- D. The student, given pictures of Japanese children playing with kites or other items, will tell me.
- A. The student, given a series of pictures of clothing from different countries, will orally describe activities, e.g., work, party, a formal dinner, fishing, swimming, and horseback riding.
- B. The student will state three reasons why most American people have changed rapidly while the Chinese have not.
- C. The student will state whether or not he thinks the Chinese coolies changed very much as a result of their experience in America and support his answer with examples.

BEHAVIORAL OBJECTIVES

with others by demonstrating this behavior without being told at lunchtime, using materials, and in games.

chopsticks as compared to his using silverware.

hese have done to improve their way of life.

playing with kites or other items, will tell how he has feelings and activities similar to those of the Japanese.

from different countries, will orally describe why people wear different clothing or costumes for different activities, swimming, and horseback riding.

erican people have changed rapidly while the American Indians have changed little.

e Chinese coolies changed very much as a result of their contacts in building the first continental railroad and

STANDARD FOCAL REFERENCE GUIDES

Benefic Press

You and Your Friends (charts)

David Cook

Teaching Pictures (charts)

Harper and Row

Discussion Pictures for Beginning Social
Studies (charts)

Holt, Rinehart and Winston

Words and Actions (charts)

Language Arts

Motor Perceptual Learning (charts)

Verbal Communications (charts)

Other People Around Me (charts)

Myself (charts)

Safety Pictures

Children Around the World (charts)

Silver Burdett

"The Earth, Home of People"—to accompany Families
and Their Needs (charts)

Christmas Around the World (charts)

Families Around the World (charts)

Living in Kenya (charts)

Living in France (charts)

Living in Japan (charts)

Living in Brazil (charts)

Society for Visual Education

School Helpers (charts)

Franklin Watts

A Trip Through the School (charts)

SUGGESTED MULTIMEDIA FOR ANTHROPOLOGY--LEVEL 1

GUIDES	CONCEPT PENETRATION SOURCES (BOOKS)
	<p>Allyn and Bacon</p> <p>Learning About Our Neighbors</p> <p>Learning About Our Families</p>
	<p>Benefic Press</p> <p>You Visit a Fire Station</p> <p>You Visit a Steamship-Airport</p> <p>You Visit a Newspaper, Television Station</p> <p>You Visit a Museum, Library</p> <p>You Visit a Dairy, Clothing Factory</p> <p>You Visit a Sugar Refinery</p>
	<p>My School Room</p> <p>My Days at School</p> <p>All About My School</p> <p>I Go to School</p> <p>My Friends and I</p> <p>My Family and I</p> <p>I Can Do</p> <p>I Live in a City</p> <p>Community Friends</p> <p>Pets and Other Animals</p>
	<p>Uni-Kit A - Supplementary Books</p> <p>How People Earn and Use Money</p> <p>How Foods are Preserved</p> <p>How We Get Our Cloth</p> <p>How Schools Help Us</p> <p>How We Celebrate Our Fall Holidays</p> <p>How Hospitals Help Us</p> <p>How Airplanes Help Us</p> <p>How We Celebrate Our Spring Holidays</p> <p>How People Live in the Big City</p> <p>How We Use Maps and Globes</p> <p>How We Get Our Shelter</p> <p>How Doctors Help Us</p>

CONCEPT PENETRATION SOURCES (cont'd)

Bowmar

- Do You Know What?
- Father is Big
- My Tricycle and I
- Three Baby Chicks
- Watch Me Indoors

Follett

- Exploring With Friends

Laidlaw

- People at Home
- Families and Their Needs
- Communities and Social Needs

Prentice - Hall

- People and Their Social Actions (Man in Action Series)

Science Research Associates

- Our Working World

Silver Burdett

- Families and Their Needs

FILMSTRIPS AND SLIDES

Churchill

- Mothers Work Too
- Fathers Work
- They Need Me
- A City is Many Things
- Airport Service

Education Electronics

- Life in a Nutshell - Set I

cont'd)

Encyclopaedia Britannica

- Guidance Stories
- The Neighborhood Community
- Safety Tales - Walt Disney
- Families Around the World
- The City Community (consists of the following:)
 - Here is the City
 - Business in the City
 - Living in the City

McGraw - Hill

Man in Action Series}

- Our Friends - The American Indians
- Children of Europe Series
- Children of Latin America Series
- Christmas in Many Lands
- Children of Pioneer Times
- Holiday Series, Set I
- How We Get Our Homes - Set II
- Transportation Set
- Cities and Protection
- Cities and Recreation
- Cities and Manufacturing
- Families and Shelters
- Families and Jobs
- Families and Transportation
- Cities and Commerce
- O'er the Ramparts We Watched
- Japanese Village Life
- Cities and Government
- Children of the Fort
- Families and Rules
- Families and Learning

Society for Visual Education

- Robert and His Family, 1967
- Learning to Live Together, 1961
- The True Community Helper's Series

MAPS, GLOBES, AND ATLASES

Rand McNally

Going Places Series (Primary - U.S. Desk Maps)

Which Way?

Student text

Activity book

Teacher's edition

How Far?

Student text

Activity book

Teacher's edition

Where?

Student text

Activity book

Teacher's edition

Basic Curriculum Series - Reference materials

(one each for each primary classroom, 1-4)

Transportation and You

Our American Flag

Clothing and You

Communication and You

Communities and You

Food and You

Shelter and You

RECORDS

Decca

Let's Sing While We Work and Play

Singing Across the Lands

The Little House

Sounds of My City

R.C.A.

Around the Block, Around the World

What Do You Want To Be When You Grow Up?

Hardtrack and Railroad Songs

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16 mm FILMS (Owned by the District)

Clark County Media Operations

Anthropology

The Eskimo in Life and Legend - The Living Stone F0878
Life of a Primitive People - Africa F1131
Man and His Tools F0589
Eskimo Children F0044
Eskimo Family F0162
Indians of the Plains - Life in the Past F5566
The Peoples of Africa F1359
Greek Children F0056
China, The Land of the People F0040
Children of Germany - In the Rhineland F0037
Italian Children - Harvest Time in Umbria F0063
Children of Japan F0039
Japanese Boy - The Story of Taro F0663
Children of Holland F0038
Mexican Boy - The Story of Pablo F0871
Mexican Children F0071
Arabian Children F0773
Norwegian Children - Farming on a Fjord F0080
Spanish Children F0613
Switzerland - Life in a Mountain Village F0873
Claudius - Boy of Ancient Rome F0847
People of the Congo - The Mangbetu F0082
Homes Around the World F5109
Foods Around the World F5584

Economics

A Bone for Spotty F0504
Economics: It's Elementary F5195
Your Thrift Habits F0514
The Clothes We Wear F5521

Film Associates

I Live in Hawaii
Food of Southeast Asia
Boy of Southeast Asia
Man Makes a Desert

McGraw - Hill

Cities and Government
Cities and Manufacturing
Cities and Geography
Cities and Commerce

Sterling

Village Family - Crete
All Kinds of People
Pioneer Village

Aims (New Films Recommended for Purchase)

Food Preservation
Dairy Farm Today
Fireboat - Ready for a Run
House Ahead
Silk - Cocoon to Clothing
Transportation by Helicopters
Guidance - Let's Have Respect
Guidance - What's Right?
Community Helpers
Cleaners and Laundries
Night Community Helpers
Transportation by Bus
Communications Help the Community
Trucks and Truck Transportation

Avis

Children of Hawaii

Coronet

Boy of India
Boy of Japan
Life of a Philippine Family

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A Pioneer Home
Indian Series
Life in Hot Wet Lands
Conservation for Beginners
We Explore Mountain Life

Sid Davis
Plants of the Desert
The Changing Desert

Encyclopaedia Britannica
Yugoslav Boy: Story of Frane
The Orange Grower
Midland Metropolis
If You Could See The Earth
South Pacific Island Children
The Northeast: Port of New York

	GENERALIZATION	CONCEPTS
<div> <div> HISTORY GEOGRAPHY POLITICAL SCIENCE SOCIOLOGY ECONOMICS ANTHROPOLOGY </div> <div> Level 2 <u>Vehicles</u> Our Community Food Shelter Clothing Community Helpers Library </div> </div>	<p>There is no undisputed evidence of significant differences in ability or intelligence among major racial groupings of the world.</p>	<p>Habitat and its significance</p> <p>Dignity of man</p> <p>Causation</p>

ZATION	CONCEPTS	SUB-CONCEPTS
<p>puted evidence ferences in gence among upings of the</p>	Habitat and its significance	<p>A. Man affects and is affected by his natural environment. B. Habitat is the resource base of man's society. C. Water in the form of oceans, rivers, and lakes covers three-fourths of the earth's surface influencing climate, agriculture, communication, transportation, and trade. D. Landforms influence climate and the provision of food, shelter, and clothing. E. Climate influences ways of living. F. Habitat tends to direct man until he accepts or alters it. G. International problems are often caused by geographic conditions. H. Rituals, ceremonies, and superstition of various people may be related to their physical environment.</p>
	Dignity of man	<p>A. Religions have developed a belief in the reverence of human life. B. Most men are expected to respect the dignity of all other men. C. Human dignity should imply to every citizen the worth of all individuals. D. Worth of an individual cannot be judged by accomplishments or social position.</p>
	Causation	<p>A. There is a relationship of cause and effect. B. Causation attempts to develop a method of thinking as well as an understanding of causes and effects around us. C. Cause and effect have the character of multiplicity. (This means that operation of cause and effect can be understood only if they know enough about the facts involved in the causal chain. A single act may bring about several effects which seemingly become more isolated as the series of effects expands.) D. The fact that events do not just happen but that they are caused appears to be basic to a grasp of the course and meaning of all social action.</p>

BEHAVIORAL OBJECTIVES

- A. The student, given a series of pictures of different types of workers, will identify each by name.
 - B. The student will identify the types of dwellings used by people living in polar, tropic, arid, and temperate climates.
 - C. The student will draw pictures or models of the different kinds of boats that are required to move people and goods in polar, tropic, arid, and temperate climates, including a kayak, and a sailboat.
 - D. The student will draw a mural showing how the landforms of Holland affect the climate, shelter, and transportation.
 - E. The student, given pictures of people from different climate areas, will explain how each man or woman is adapted to his or her environment.
 - F. The student will prepare for an imaginary journey to various places and countries by drawing a map of the journey.
 - G. The student will identify geographic features from a map, e.g., oceans, lakes, plains, rivers, and mountains.
 - H. The student will compare a given foreign native folk dance with those found in our country and explain the differences.
-
- A. The student will draw a picture of the building used for religious services.
 - B. The student, using the kind of response of his choice such as behavior, writing, talking, and drawing, will explain the importance of religion to his teachers, and other adults.
 - C. The student will draw pictures showing times when he should not disturb the rights of others, and explain why.
 - D. The student, given a description of an effect, will state some possible causes.
-
- A. The student will explain why fire is dangerous and destructive and tell what methods man uses to control fire.
 - B. The student will draw pictures showing houses before and after improvements.
 - C. The student will explain why we have crosswalks and traffic lights and tell what might happen if we did not have them.

BEHAVIORAL OBJECTIVES

s of workers, will identify each by name, e.g., baker, farmer, plumber, and banker.

people living in polar, tropic, arid, wet, and temperate climates.

t kinds of boats that are required to travel on different kinds of given waterways, e.g., the Queen Mary,

ns of Holland affect the climate, shelter, and clothing of the people.

mate areas, will explain how each must adapt to their climate.

rious places and countries by drawing a sketch showing the kind of clothing he will take for each place.

p, e.g., oceans, lakes, plains, rivers, and mountains.

ance with those found in our country by listing the similarities and differences.

religious services.

ch as behavior, writing, talking, and explaining, will describe how children should treat their parents,

ould not disturb the rights of others, e.g., when someone is sleeping, when you are in a library.

e some possible causes.

uctive and tell what methods man uses to control fire.

nd after improvements.

traffic lights and tell what might happen if they were not properly used and observed.

GENERALIZATION	CONCEPTS	
Every human cultural system is logical and coherent in its own terms, given the basic assumptions and knowledge available to the given community.	Compromise and adjustment	<p>A. Compromise and adjustment are the key to survival in a world of conflict.</p> <p>B. Man faces the need to compromise and adjust to his surroundings.</p> <p>C. Each culture is only a small part of a larger world.</p> <p>D. Man should recognize compromise and adjustment as a sign of weakness or surrender.</p>
	Habitat and its significance	<p>A. Man affects and is affected by his natural environment.</p> <p>B. Habitat is the resource base of man's social and cultural life.</p> <p>C. Water in the form of oceans, rivers, and lakes is essential for agriculture, communication, transportation, and industry.</p> <p>D. Landforms influence climate and the pattern of human settlement.</p> <p>E. Climate influences ways of living.</p> <p>F. Habitat tends to direct man until he adjusts to it.</p> <p>G. International problems are often caused by differences in habitat.</p> <p>H. Rituals, ceremonies, and superstition of a people are often determined by their habitat.</p>
	Culture	<p>A. People are much alike in feelings and needs.</p> <p>B. People in other lands have customs and mores different from our own.</p> <p>C. People throughout the world today are striving for the same things at the same time, making changes to improve their lives.</p> <p>D. Individuals and groups of individuals of different cultures are constantly interacting.</p>

SUB-CONCEPTS

Compromise and adjustment are the keys to successfully facing political, economic, social, and religious change and conflict.

Man faces the need to compromise and adjust to his physical, economic, social, political, and religious surroundings.

Man's culture is only a small part of a product of its own invention and discovery; it is the result of adjustment.

Man should recognize compromise and adjustment as a natural evolutionary concept and not to interpret it as a sign of weakness or surrender.

Man affects and is affected by his natural environment.

Nature is the resource base of man's society.

Water in the form of oceans, rivers, and lakes covers three-fourths of the earth's surface influencing climate, culture, communication, transportation, and trade.

Landforms influence climate and the provision of food, shelter, and clothing.

Climate influences ways of living.

Nature tends to direct man until he accepts or alters it.

International problems are often caused by geographic conditions.

Myths, ceremonies, and superstition of various people may be related to their physical environment.

People are much alike in feelings and needs, although they often differ in appearance, ideas, and customs.

People in other lands have customs and traditions that have been passed down to them.

People throughout the world today are striving to keep certain cultures and traditions that they value and at the same time, making changes to improve their way of life.

Individuals and groups of individuals of diverse background have contributed to our cultural heritage.

BEHAVIORAL OBJECTIVES

- A. The student, given a depiction of a neighborhood where all of the residents are friendly, cooperative, and tell what he thinks should happen to him or what might happen to him.
- B. The student will demonstrate his understanding of the different ways of living by drawing pictures.
- C. The student will orally indicate the kind of work he would like to do in earning money and tell why.
- D. The student will tell what happens to those who disobey traffic laws and give his opinion as to why.
- A. The student, given a series of pictures of different types of workers, will identify each by name.
- B. The student will identify the types of dwellings found in the different parts of the world used by the people.
- C. The student will draw pictures or make models of the different kinds of given waterways, e.g., rivers, canals, etc.
- D. The student will draw a mural showing how the landforms of Holland affect the climate, shelter, and life.
- E. The student, given pictures of people from different climate areas, will explain how each must live.
- F. The student will prepare for an imaginary journey to various places and countries by drawing pictures.
- G. The student will identify geographic features from a map, e.g., oceans, lakes, plains, rivers, etc.
- H. The student will compare a given foreign native folk dance with those found in our country by drawing pictures.
- A. The student, given pictures of different races and nationalities, will state whether or not he has seen them in his own country or city who are members of the certain race or nationality depicted.
- B. The student will draw a picture of a person from some land other than the United States to show the different types of different areas such as Mexico, India, or Arabia.
- C. The student will make an imaginary shopping trip and purchase an outfit/or costume of the people of a certain country, policeman, sailor, butcher, or merchant.
- D. The student, given recorded music from different cultures, will identify the culture to which it belongs.

BEHAVIORAL OBJECTIVES

all of the residents are friendly, cooperative, law abiding--except one, will draw a picture of that one
nt happen to him.

erent ways of living by drawing pictures showing activities on a farm and in a city.

d like to do in earning money and tell why he would choose such a job.

traffic laws and give his opinion as to whether this treatment is right and proper.

of workers, will identify each by name, e.g., baker, farmer, plumber, and banker.

the different parts of the world used by people living in polar, tropic, arid, wet, and temperate climates.

erent kinds of given waterways, e.g., the Queen Mary, kayak, and a sailboat.

of Holland affect the climate, shelter, and clothing of the people.

ate areas, will explain how each must adapt to their climate.

ous places and countries by drawing a sketch showing the kind of clothing he will take for each place.

e.g., oceans, lakes, plains, rivers, and mountains.

ce with those found in our country by listing the similarities and differences.

alities, will state whether or not he has seen or whether he knows individuals in his school, neighborhood,
y depicted.

nd other than the United States to show his understanding of other cultures. He may choose from a number

chase an outfit/or costume of the person he would like to portray, e.g., astronaut, cowboy, soldier,

s, will identify the culture to which it belongs.

GENERALIZATION	CONCEPTS	
<p>The customs and beliefs of people are often made more understandable if we examine them from a combined psychological and cultural perspective.</p>	Compromise and adjustment	<p>A. Compromise and adjustment are the keys to peace and conflict.</p> <p>B. Man faces the need to compromise and adjust to his surroundings.</p> <p>C. Each culture is only a small part of a larger world and compromise.</p> <p>D. Man should recognize compromise and adjustment as a sign of weakness or surrender.</p>
	Empathy	<p>A. Empathy is the concept of demonstrating understanding identical with or similar to the response of another.</p> <p>B. Empathy is a basic function in society.</p> <p>C. The ability to exert empathy depends on the ability to understand a person or a problem.</p>
	Freedom and equality	<p>A. Freedom refers to the relative absence of external constraints.</p> <p>B. In the Western world equality has come to mean equality of opportunity.</p> <p>C. Taken to extremes, freedom may mean anarchy.</p> <p>D. This concept of equality is an American ideal. It is committed to a belief in human dignity and the equality of all individuals.</p>

SUB-CONCEPTS

Compromise and adjustment are the keys to successfully facing political, economic, social, and religious change and conflict.

One faces the need to compromise and adjust to his physical, economic, social, political, and religious surroundings.

A culture is only a small part of a product of its own invention and discovery; it is the result of adjustment and compromise.

One should recognize compromise and adjustment as a natural evolutionary concept and not to interpret it as a sign of weakness or surrender.

Empathy is the concept of demonstrating the ability to understand others through one's self-responses that are identical with or similar to the responses of others.

Empathy is a basic function in society in relation to sharing the attitudes and behavior of others.

The ability to exert empathy depends on the amount of knowledge and experiences one has when attempting to understand a person or a problem.

Freedom refers to the relative absence of perceived external restraints on individual behavior.

In the Western world equality has come to mean equality before law, equal access to suffrage, and equality of opportunity.

When taken to extremes, freedom may mean chaos and equality may become the tyranny of the majority.

The concept of equality is an American tradition. It is a pragmatic tradition committed to few absolutes. It is committed to a belief in human dignity and has sought to advance that dignity by protecting the freedom of the individual with the equality of all men under theegis of a government of laws and not of men.

BEHAVIORAL OBJECTIVES

- A. The student will make a written comparison of two hunting trips, e.g., deer hunting trip in New York and a hunting trip in Nevada, including mode of travel, guides, supplies, and the risks.
 - B. The student will explain his views as to why man is permitted to hunt certain animals at certain seasons and how the population is related to available food and sustenance.
 - C. The student, given a series of pictures of immigrants to America, will identify the country of their origin.
 - D. The student will identify whether certain activities come under the headings of choices, rules, or customs.
-
- A. The student will give his preference about things to do at the circus, e.g., watch clowns, animal shows, or ride the carousel, and would rather have with him at the time.
 - B. The student can give a logical explanation for the day-to-day rules of being courteous and polite.
 - C. The student, given a picture (e.g., the vanishing American), will describe his own feelings as to the picture.
-
- A. The student will explain why there are times in the classroom when he is free to talk as much as he wants.
 - B. The student will explain why the conditions of the performance of drawing a picture may be equal for all.
 - C. The student will explain the results of granting a toddler too much freedom, e.g., wander or play without supervision.
 - D. The student will identify certain laws that all men must obey without any exceptions at all.

BEHAVIORAL OBJECTIVES

g trips, e.g., deer hunting trip in Nevada and an African Safari for big game, indicating equipment,

ted to hunt certain animals at certain seasons and tell how this law relates the need of limiting the animal

merica, will identify the country of the immigrants.

under the headings of choices, rules, customs, or laws.

the circus, e.g., watch clowns, animals, circus acts, and take the rides, and tell who in the class he

-day rules of being courteous and polite and tell how these rules have the character of reciprocity.

can), will describe his own feelings as they are related to the emotional impact of the subject in the

dom when he is free to talk as much as he likes, and other times when this is not permissible.

nance of drawing a picture may be equal for two students, yet the outcome may not be of equal quality.

too much freedom, e.g., wander or play in streets, and tell why some limitations are set up for the toddler.

they without any exceptions at all.

GENERALIZATION	CONCEPTS	S
<p>Analysis of the implications or functions of cultural behavior must take into account the explicit beliefs and intentions of the people involved. Analysis must also be made of the un-noticed, unintended further consequences called latent functions of particular acts and beliefs.</p>	<p>Conflict--its origin, expression, and resolution</p>	<p>A. Conflict is characteristic of the growth and development of society.</p> <p>B. Society is constantly pressured to respond to conflict by young students from the fact of its existence, with the aim of teaching them to develop healthy attitudes toward conflict.</p> <p>C. This concept is developed to assist the student in dealing with classmates, between individuals and the society.</p>
	<p>Culture</p>	<p>A. People are much alike in feelings and needs, and in the way they express them.</p> <p>B. People in other lands have customs and traditions that are different from our own.</p> <p>C. People throughout the world today are striving to improve the same time, making changes to improve their lives.</p> <p>D. Individuals and groups of individuals of diverse backgrounds and cultures are working together to improve the world.</p>
	<p>Empathy</p>	<p>A. Empathy is the concept of demonstrating the ability to understand the feelings of others, identical with or similar to the responses of others.</p> <p>B. Empathy is a basic function in society in relation to the growth and development of the individual.</p> <p>C. The ability to exert empathy depends on the ability to understand a person or a problem.</p>

SUB-CONCEPTS

is characteristic of the growth and development of individual and of civilization as a whole.

is constantly pressured to respond to conflicting forces. Rather than to minimize conflict or shield students from the fact of its existence, we should make them aware of the origins of conflict and help develop healthy attitudes toward conflict as an aspect of reality with which they must learn to cope.

cept is developed to assist the student to acquire satisfactory patterns of conflict resolution whether mates, between individuals and the state, or between nations to be used throughout life.

are much alike in feelings and needs, although they often differ in appearance, ideas, and customs.

in other lands have customs and traditions that have been passed down to them.

throughout the world today are striving to keep certain cultures and traditions that they value and at the same time, making changes to improve their way of life.

als and groups of individuals of diverse background have contributed to our cultural heritage.

is the concept of demonstrating the ability to understand others through one's self-responses that are with or similar to the responses of others.

is a basic function in society in relation to sharing the attitudes and behavior of others.

ity to exert empathy depends on the amount of knowledge and experiences one has when attempting to understand a person or a problem.

BEHAVIORAL OBJECTIVES

- A. The student will orally explain the problems he has faced and tell whether or not he thinks others have.
- B. The student will orally state his plans for a picnic, including a list of all the articles he would bring.
- C. The student will tell how some cake and cartons of milk brought by the PTA should be apportioned.
- A. The student will select a cultural entity which he would like to learn more about and give reasons for.
- B. The student will draw a picture of the instrument used predominately in a given culture.
- C. The student will be able to identify the major occupations of various lands, e.g., sheep raising in Australia, in Hawaii, and salmon in Alaska.
- D. The student will be able to explain all the steps taken from producer to consumer in the production of the piano, a folk dance, a country fair, or an assembly program in which the school band is featured.
- A. The student, given a series of pictures about the emotions people feel, will be able to classify the real and pitiful.
- B. The student will explain why the Indians were so sad at the disappearance of the American buffalo.
- C. The student will describe orally what he feels the adult reaction to death is like.

BEHAVIORAL OBJECTIVES

ed and tell whether or not he thinks others have faced similar problems.

uding a list of all the articles he would bring.

brought by the P-TA should be apportioned among the people in his classroom.

like to learn more about and give reasons for his choice.

predominately in a given culture.

ons of various lands, e.g., sheep raising in Australia, fishing in Portugal, wine making in France, pineapples

from producer to consumer in the production of some simple form of entertainment, e.g., a person playing
program in which the school band is featured.

ons people feel, will be able to classify the feelings he has when looking at them, e.g., sad, glad, funny,

the disappearance of the American buffalo (bison) from the open plains of the West.

reaction to death is like.

SUGGESTED MULTIMEDIA FOR ANTHROPOLOGY

STANDARD FOCAL REFERENCE GUIDES

Laidlaw
Families and Social Needs

Prentice - Hall
People and Their Social Actions
(Man in Action Series)

Silver Burdett
Communities and Their Needs

SRA
Our Working World, Grade Two

CONCEPT PENETRATION SOURCES

Benefic Press
How We Get Our Dairy Foods
How We Get Our Clothing
How Foods Are Preserved
How We Get Our Cloth
How We Celebrate Our Fall Holidays
How We Celebrate Our Spring Holidays
How We Get Our Shelter
How Doctors Help Us
Community Friends

Franklin
Clothes From Head to Toe
Food From Farm to Family

Silver Burdett
Homes Around the World
Pets Around the World
Fun Around the World
Schools Around the World
Work Around the World

FILMSTRIPS

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TRANSPARENCIES

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SUGGESTED MULTIMEDIA FOR ANTHROPOLOGY--LEVEL 2

ES

FILMSTRIPS

Churchill
Cotton Clothing

Encyclopaedia Britannica
Food
Shelter
Neighborhood Community

Filmstrip House
Our Geography

Jam Handy
My Neighborhood

McGraw - Hill
Holiday Series, Set I
How We Get Our Homes

Society for Visual Education
The Home Community
(Food - Clothing - Shelter)

ays
olidays

TRANSPARENCIES AND CHARTS

(Study Prints)

Society for Visual Education
Postal Helpers
Dairy Helpers
Fire Department Helpers
Supermarket Helpers
School Helpers
Neighborhood Friends and Helpers
Keeping the City Clean and Beautiful
Moving Goods for People in the City
Police Department Helpers

MAPS, GLOBES, ATLASES

Benefic Press

How We Use Maps and Globes

Denoyer - Geppert

Geocraft 16" Beginners Globe

Rand McNally

Which Way? How Far? Where?

16mm FILMS (Owned by the District)

Clark County Media Operations

Building a House--F5029

The Clothes We Wear-- F5521

City Fire Fighters-- F0425

Everyone Helps In a Community--F0998

The Food Store--F0783

George's New Suit--Where Clothing Comes From F5339

Your Friend The Doctor--F0122

Helpers at Our School--F5347

Truck Farm to Store--F5502

Where Does Our Meat Come From--F5490

Your Daily Bread--F0207

Milk-- F0112

New House, The--Where It Comes From--F0586

One Day On The Farm-- F5417

Pipes In The House-- F5173

Aims

Dairy Farm Today

Silk-- Cocoon to Clothing

McGraw - Hill

Families and Shelter

<div> <div> HISTORY GEOGRAPHY POLITICAL SCIENCE SOCIOLOGY ECONOMICS ANTHROPOLOGY </div> <div> ANTHROPOLOGY Level 3 <u>Vehicles</u> Expanded Community Community Helpers Nevada United States North America </div> </div>	GENERALIZATION	CONCEPTS	
	<p>Contrary to beliefs still widely held, individuals who are the products of racial mixing or interbreeding are frequently superior to their pure-blooded parents in strength, stature, and other characteristics. This phenomenon of hybrid vigor is well known among many species of lower animals and plants as well.</p>	<p>Morality and choice</p> <p>Habitat and its significance</p> <p>Interaction</p>	<p>A. Morality</p> <p>B. Man as a must accept</p> <p>C. Morality</p> <p>A. Man affects</p> <p>B. Habitat is</p> <p>C. Water in earth's surface transportation</p> <p>D. Landforms clothing.</p> <p>E. Climate</p> <p>F. Habitat</p> <p>G. International</p> <p>H. Rituals, and their physical</p> <p>A. Individual groups.</p> <p>B. Within a certain form</p> <p>C. Two genes</p> <p>D. The basis</p>

ON	CONCEPTS	SUB-CONCEPTS
<p>still widely who are the mixing or requently re-blooded stature, istics. hybrid among wer animals</p>	Morality and choice	<p>A. Morality dictates a standard of value. B. Man as a reasoning animal has the opportunity to make free choices but must accept responsibility for these decisions. C. Morality implies conscience and choice implies responsibility.</p>
	Habitat and its significance	<p>A. Man affects and is affected by his natural environment. B. Habitat is the resource base of man's society. C. Water in the form of oceans, rivers, and lakes covers three-fourths of the earth's surface influencing climate, agriculture, communication, transportation, and trade. D. Landforms influence climate and the provision of food, shelter, and clothing. E. Climate influences ways of living. F. Habitat tends to direct man until he accepts or alters it. G. International problems are often caused by geographic condition. H. Rituals, ceremonies, and superstition of various people may be related to their physical environment.</p>
	Interaction	<p>A. Individuals enter into relationships with a great number of individuals and groups. B. Within a social system the interaction of individuals and groups follows a certain form. C. Two general types of interaction are competition and cooperation. D. The basis of all human interaction is found in social systems.</p>

BEHAVIORAL OBJECTIVES

- A. The student will name ways used in our society to effect more desirable moral standards and behavior.
- B. The student will identify from a list of items those particular ones that most clearly contribute to: and apathy.
- C. The student will write the names and/or titles of those officials, agencies, and institutions whose re society.
- A. The student will locate on a map of the Southwest the general areas in which various Indian tribes was used by those Indians.
- B. The student will describe life among the Southwestern tribes before the time of their being put on re
- C. The student will orally explain where he would prefer to live giving reasons for his choice.
- D. The student will state how the landforms affect a given area in terms of climate, food, shelter, and for human habitation.
- E. The student will orally make comments telling how residents in Alaska are influenced by the climate
- F. The student will orally explain why some native villages are built on stilts or poles in the wet-land
- G. The student will give an oral report describing the problems the countries of the world might have o
- H. The student will explain how the primitive Hawaiian ritual of worshipping the fire goddess was relat
- A. The student will choose one person from a list of public officials and professional people and explain individuals and groups.
- B. The student will give an oral report describing how a city government is organized.
- C. The student will categorize games played during the physical education period as either competitive
- D. The student will order a list of social systems as to their importance to him.

BEHAVIORAL OBJECTIVES

desirable moral standards and behavior patterns.

ones that most clearly contribute to: (1) man's contentment and happiness, and (2) man's frustrations

is, agencies, and institutions whose responsibility it is to control crime and criminal elements in our

al areas in which various Indian tribes lived and state his opinions as to why that particular location

before the time of their being put on reservations.

giving reasons for his choice.

in terms of climate, food, shelter, and clothing and tell why such an area might be a desirable site

in Alaska are influenced by the climate.

built on stilts or poles in the wet-land climates.

the countries of the world might have over fishing rights in the Pacific Ocean.

worshipping the fire goddess was related to the physical environment.

als and professional people and explain how that person enters into relationships with a great number of

vernment is organized.

education period as either competitive or cooperative.

rtance to him.

GENERALIZATION	CONCEPTS	
<p>Anthropologists and other scientists have discovered no human biological characteristics that are unaffected by life experiences and environmental conditions. Conversely, no human characteristics of thought or action can be regarded as unaffected by genetically inherited biological factors.</p>	Habitat and its significance	<p>A. Man affects and is affected by his habitat.</p> <p>B. Habitat is the resource base of man.</p> <p>C. Water in the form of oceans, rivers, and lakes is essential for agriculture, communication, transportation, and recreation.</p> <p>D. Landforms influence climate and the distribution of life.</p> <p>E. Climate influences ways of living.</p> <p>F. Habitat tends to direct man until he changes it.</p> <p>G. International problems are often caused by differences in habitat.</p> <p>H. Rituals, ceremonies, and superstitions are often based on the relationship between man and his habitat.</p>
	Culture	<p>A. People are much alike in feelings and actions.</p> <p>B. People in other lands have customs and ways of living different from our own.</p> <p>C. People throughout the world today are making changes to their culture at the same time, making changes to their culture.</p> <p>D. Individuals and groups of individuals are responsible for cultural change.</p>
	Social change	<p>A. Change is a neutral process; it may be good or bad.</p> <p>B. Some societies change at a more rapid rate than others.</p> <p>C. There are many causes for social change.</p> <ol style="list-style-type: none"> 1. Contact between cultures. 2. The interaction of new ideas or new technology. 3. The development of modern means of communication. 4. Innovation as means of meeting the needs of a society.

SUB-CONCEPTS

... affects and is affected by his natural environment.

... that is the resource base of man's society.

... water in the form of oceans, rivers, and lakes covers three-fourths of the earth's surface influencing climate, culture, communication, transportation, and trade.

... forms influence climate and the provision of food, shelter, and clothing.

... climate influences ways of living.

... that tends to direct man until he accepts or alters it.

... national problems are often caused by geographic conditions.

... beliefs, ceremonies, and superstition of various people may be related to their physical environment.

... people are much alike in feelings and needs, although they often differ in appearance, ideas, and customs.

... people in other lands have customs and traditions that have been passed down to them.

... people throughout the world today are striving to keep certain cultures and traditions that they value and at the same time, making changes to improve their way of life.

... individuals and groups of individuals of diverse background have contributed to our cultural heritage.

... change is a neutral process; it may progress or decline.

... the societies change at a more rapid rate of progress than others.

... there are many causes for social change such as the following:

... Contact between cultures.

... The interaction of new ideas or materials within a culture.

... The development of modern means of communication and transportation.

... Innovation as means of meeting the challenge of social, economic, and political problems.

BEHAVIORAL OBJECTIVES

- A. The student will participate in an oral discussion and state the similarities he has observed in
- B. The student will explain why a given house is built of certain materials.
- C. The student will explain his opinions on how floods might best be controlled or eliminated.
- D. The student will give his version of why few people live in high mountain ranges.
- E. The student will state why the life of the people is different in Florida as compared to Alaska.
- F. The student will point out on a world map the homeland of Eskimos, African tribesmen, American Indians.
- G. The student will list the advantages for both the United States and Canada's use of the Great Lakes.
- H. The student will choose the holiday observed in America which he likes best and tell his reasons.
- A. The student will make a comparison of dissimilar cultures and tell what needs and feelings they have in common.
- B. The student will choose one culture from a given list of cultural groups, e.g., American or Canadian.
- C. The student will tell ways in which he feels life is better for the Indians today than it was when they first came to America.
- D. The student will make a list of products used in America that are shipped in from other countries.
- A. The student will list three changes in his school life from the previous year.
- B. The student will be able to tell why California has changed more rapidly than more isolated areas.
- C. The student will make a list of all the modern conveniences we enjoy because of new scientific discoveries and amusement.

BEHAVIORAL OBJECTIVES

- and state the similarities he has observed in the study of climate regions.
- of certain materials.
- might best be controlled or eliminated.
- live in high mountain ranges.
- different in Florida as compared to Alaska.
- land of Eskimos, African tribesmen, American Indians, and Arabs and will list the clothing worn in these
- United States and Canada's use of the Great Lakes.
- merica which he likes best and tell his reasons for choosing that one.
- cultures and tell what needs and feelings they might have in common.
- st of cultural groups, e.g., American or Oriental and describe three unique cultural features.
- better for the Indians today than it was when their society was primitive.
- merica that are shipped in from other countries.
- fe from the previous year.
- changed more rapidly than more isolated areas.
- eniences we enjoy because of new scientific developments of recent years, e.g., communication, transportation,

GENERALIZATION	CONCEPTS	SU
<p>Although the people of the world may be roughly and arbitrarily divided into different races or major groups based on physical characteristics, there are no pure races and probably never have been. There are large numbers of individuals who are intermediate in racial characteristics so that no sharp boundaries can be drawn separating the Negroid, Caucasoid, and Mongoloid peoples.</p>	Compromise and adjustment	<p>A. Compromise and adjustment are the keys to success and conflict.</p> <p>B. Man faces the need to compromise and adjust to his surroundings.</p> <p>C. Each culture is only a small part of a product of adjustment and compromise. Survival depends on it.</p> <p>D. Man should recognize compromise and adjustment as a sign of weakness or surrender.</p>
	Interaction	<p>A. Individuals enter into relationships with a great many others.</p> <p>B. Within a social system the interaction of individuals is essential.</p> <p>C. Two general types of interaction are competition and cooperation.</p> <p>D. The basis of all human interaction is found in socialization.</p>
	Empathy	<p>A. Empathy is the concept of demonstrating the ability to understand the feelings of others.</p> <p>B. Empathy is a basic function in society in relation to socialization.</p> <p>C. The ability to exert empathy depends on the amount of understanding a person has of a person or a problem.</p>

SUB-CONCEPTS

Compromise and adjustment are the keys to successfully facing political, economic, social, and religious change and conflict.

Compromise and adjustment are the keys to successfully facing political, economic, social, political, and religious change and conflict.

Culture is only a small part of a product of its own invention and discovery; it is the result of compromise and adjustment. Survival depends upon the ability to adjust and compromise.

One should recognize compromise and adjustment as a natural evolutionary concept and not to interpret it as a sign of weakness or surrender.

Individuals enter into relationships with a great number of individuals and groups.

In a social system the interaction of individuals and groups follows a certain form.

General types of interaction are competition and cooperation.

The basis of all human interaction is found in social systems.

Empathy is the concept of demonstrating the ability to understand others through one's self-responses that are identical with or similar to the responses of others.

Empathy is a basic function in society in relation to sharing the attitudes and behavior of others.

The ability to exert empathy depends on the amount of knowledge and experiences one has when attempting to understand a person or a problem.

BEHAVIORAL OBJECTIVES

- A. The student will describe methods used by him to get his own way at home for various reasons, e.g. then tell whether he thinks this will work for him in the future.
- B. The student will describe how the activity of bargaining constitutes compromise and adjustment.
- C. The student will give his explanation of why English is the language of America rather than French.
- D. The student will recall some disagreement or struggle in which he was involved and give his version, disposition or solution of the controversy.
- A. The student will draw a simple cartoon depicting the interaction between farm, city, and factory.
- B. The student will name the three parties involved in the arbitration of a new labor dispute.
- C. The student will choose one commodity from a list and name all the people involved in its production.
- D. The student will select the one official or other community helper he knows most about and explain.
- A. The student will draw cartoons of people depicting happiness, sadness, disapproval, enjoyment, and
- B. The student, given a set of pictures depicting emotions, will select one he likes best and render his
- C. The student, during a musical period, will participate in dancing to those songs he prefers and "sit

BEHAVIORAL OBJECTIVES

own way at home for various reasons, e.g., more dessert, more TV viewing, and staying up a little later, sure.

constitutes compromise and adjustment.

language of America rather than French or some other language.

which he was involved and give his version of just how compromise and adjustment entered into the final

action between farm, city, and factory.

situation of a new labor dispute.

the all the people involved in its production, sale, and distribution.

helper he knows most about and explain his version of the duties and importance of that man.

ness, sadness, disapproval, enjoyment, anger, or other expressions of emotions.

will select one he likes best and render his own drawing of the picture he selected.

dancing to those songs he prefers and "sit out" those that have little attraction for him.

SUGGESTED MULTIMEDIA FOR ANTHROPOLOGY

STANDARD FOCAL REFERENCE GUIDES

Educational Development Laboratories Study Skills Kit (Social Science)	Lyons
Laidlaw Communities & Social Needs	R
Macmillan Living in Places Near and Far	M
Prentice - Hall People and Their Actions (Man in Action Series) People and Their Actions in Social Roles (Man in Action Series)	I Silver L T Societ P D H M C

CONCEPT PENETRATION SOURCES

Allyn - Bacon Understanding Maps	
Benefic Press How People Live in the Big City How We Get Our Shelter How Doctors Help Us How Foods are Preserved How We Use Maps and Globes How We Get Our Dairy Foods How People Earn and Use Money	FILMS Church A T R M
Children's Press Enchantment of America Series	McGr H C T
Hammond My State (Nevada) Flags of American History	RMI
Houghton - Mifflin Citizens All Proudly We Hail	Warre B

SUGGESTED MULTIMEDIA FOR ANTHROPOLOGY--LEVEL 3

Lyons and Carnahan

Red Feather - A Book of Indian Life & Tales

Red Feather's Homecoming

Morning Star

Indian Legends of Eastern America

Silver Burdett

Living in the United States

The Earth the Home of the People

ion Series)

es (Man in Action Series)

Society for Visual Education

Postal Helpers

Dairy Helpers

How People Travel in the City

Moving Goods for People in the City

Children of North America

FILMSTRIPS AND SLIDES

Churchill

A City Is Many Things

They Need Me

Fathers Work

Mothers Work Too

McGraw - Hill

How We Get Our Homes

Community Transportation Set

The History of the American Negro Series

RMI

George Washington Carver (Record and Filmstrip)

Warren Schloat

Exploding the Myths of Prejudice (Sound Filmstrip)

TRANSPARENCIES

American Education
Indian Before White Man

Instructo Products Company
Negro History
U.S. Maps

MAPS AND ATLASES

Nystrom
United States Map
Map Symbol Chart With Geographic Terms

Rand McNally
Revised Rand McNally Classroom Atlas

RECORDS

R.C.A.
Folk Songs of the Americas
Patriotic Songs

16mm FILMS (Owned by the District)

Clark County Media Operations
An Airplane Trip by Jet F0647
The City F5012
Communication for Beginners F5302
Farmer Don and the City F5197
Helpers in Our Community F5348
Helpers Who Come to Our House F0447
What is a Neighborhood F5147
A Boy of the Navajos F5091

Hopi Indian Village Life F5110
Bonanza F1055
Early Nevada F0203
Ghost Towns of Virginia City F0760
Ghosts of the Golden West F0201
Nevada - Land of Surprises F0205
Nevada and Its Natural Resources F0206
Eskimo Children F0044
Calgary the Living West F1412
Mexican Boy - The Story of Pablo F0871
Mexican Children F0071
Meat - From Range to Market - Production, Processing,
and Distribution F5030

Aims

Food Preservation
Dairy Farm Today
Fireboat - Ready for a Run
House Ahead
Silk - Cocoon to Clothing
Transportation by Helicopters
Guidance - Let's Have Respect

Avis

Children of Hawaii

Coronet

Conservation for Beginners
We Explore Mountain Life

Encyclopaedia Britannica
South Pacific Children

TION	CONCEPTS	SUB-CONCEPTS
<p>and is seldom single physical th utilization e interplay nomena, both ral.</p>	Habitat and its significance	<p>A. Man affects and is affected by his natural environment. B. Habitat is the resource base of man's society. C. Water in the form of oceans, rivers, and lakes covers three-fourths of the earth's surface influencing climate, agriculture, communication, transportation, and trade. D. Landforms influence climate and the provision of food, shelter, and clothing. E. Climate influences ways of living. F. Habitat tends to direct man until he accepts or alters it. G. International problems are often caused by geographic conditions.</p>
	Geographic approach	<p>A. In the field of geography, attention is focused on the areal association of things and events of unlike origin and on the interconnections among things and events that are thus associated. B. Many different kinds of processes of change are operating on the face of the earth. There are physical processes, biotic processes, economic, social, and political processes. C. The distinctive purpose of geographic study is to develop concepts regarding the interaction of things and events related to unlike processes that are associated with particular areas. D. Geography has examined the interaction between man and his habitat but equally significant are studies of the interaction among diverse cultural processes or among physical and biotic phenomena. E. Geography seeks understanding of the causes and consequences of differences from place to place on the earth. F. Grouping events and concepts together by the area on the globe in which they occur becomes an orderly principle by which to approach and analyze them.</p>
	Causation	<p>A. There is a relationship of cause and effect. B. Causation attempts to develop a method of thinking as well as an understanding of causes and effects around us. C. Cause and effect have the character of multiplicity. (This means that operation of cause and effect can be understood only if they know enough about the factors involved in the causal chain. A single act may bring about several effects which seemingly become more isolated as the series of effects expands.) D. The fact that events do not just happen but that they are caused appears to be basic to a grasp of the course and meaning of all social action.</p>

BEHAVIORAL OBJECTIVES

- A. The student will make maps in the form of a small atlas for two categories--those of the hot-dry land of the Sahara, Gobi, Mojave, American, and Australian deserts and the Amazon, Congo, Malayan.
 - B. The student will, in writing, describe instances of how the culture of people in the American desert.
 - C. The student will locate the major bodies of water, lakes and rivers, on a map of Nevada and describe vicinity.
 - D. The student will match statements pertaining to food, shelter, and clothing to the climates.
 - E. The student will give an oral explanation of at least three ways in which climate has affected the people of the regions.
 - F. The student will name at least two instances in which man has altered conditions that are influenced by the American, and Australian.
 - G. The student will name three examples of American Indian ceremonial dances that relate to the physical environment.
-
- A. The student will, in writing, describe three geographic relationships shared by desert regions of the world.
 - B. The student will state in writing two examples of economic and social change in the hot, wet region.
 - C. The student will diagram the concept of the rain shadow effect on Nevada.
 - D. The student will draw the major physical features of a desert region.
 - E. The student, given a map of Nevada, will point out areas suitable for ranching and farming and name them.
 - F. The student, given a map (physical) of the Southwestern United States, will identify the general areas of desert.
-
- A. The student will name and discuss the different patterns and ways of living among people of the hot, dry regions.
 - B. The student will write a paper about three kinds of change that have occurred in the social, economic, and cultural life of the five years.
 - C. The student will, in writing, show how factors regarding habitat are interrelated to the culture of the people.
 - D. The student will write a hypothesis on the geographic differences in places located in hot, wet and dry regions and explain such differences.

BEHAVIORAL OBJECTIVES

atlas for two categories--those of the hot-dry lands and those of the hot-wet lands. Included should be maps of Australian deserts and the Amazon, Congo, Malayan, and India River basins.

How the culture of people in the American desert has been affected by their environment.

Lakes and rivers, on a map of Nevada and describe the critical importance they have for residents in that area, shelter, and clothing to the climates.

List three ways in which climate has affected the patterns of food, dress, and shelter of people in the hot, dry regions.

Which man has altered conditions that are influenced by natural habitat in desert regions, such as Gobi, Atacama, and the Sonoran.

Indian ceremonial dances that relate to the physical environment of the American desert.

Geographic relationships shared by desert regions of the world.

Economic and social change in the hot, wet regions of the world.

Shadow effect on Nevada.

For a desert region.

What areas suitable for ranching and farming and name centers of population in that vicinity.

Western United States, will identify the general areas which make up the Great Basin.

Patterns and ways of living among people of the hot, wet regions of the world.

Change that have occurred in the social, economic, and political field here in Nevada during the past thirty years.

Regarding habitat are interrelated to the culture of the Yorubas in Nigeria and the inhabitants of the Gobi desert.

Ethnic differences in places located in hot, wet and hot, dry regions and support his position with five reasons for

GENERALIZATION	CONCEPTS	
<p>Each culture tends to view its physical habitat differently. A society's value system, goals, organization, and level of technology determines which elements of the land are prized and utilized.</p>	Industrialization-urbanization syndrome	<p>A. Historically the process of industrialization-</p> <p>B. The industrial process was both cause and effect also set into motion several great social movements in cities.</p> <p>C. Industrialization has provided jobs and new opportunities and wanted to improve their positions were created.</p> <p>D. With the growth of cities came slums with the demand for labor and immigration. Then came the problems.</p> <p>E. Industrial and commercial growth gave rise to the industrialization-urbanization syndrome has created and posed many serious and dangerous problems.</p>
	Habitat and its significance	<p>A. Man affects and is affected by his natural environment.</p> <p>B. Habitat is the resource base of man's society.</p> <p>C. Water in the form of oceans, rivers, and lakes is essential for agriculture, communication, transportation, and industry.</p> <p>D. Landforms influence climate and the provision of resources.</p> <p>E. Climate influences ways of living.</p> <p>F. Habitat tends to direct man until he accepts the environment.</p> <p>G. International problems are often caused by geographical factors.</p> <p>H. Rituals, ceremonies, and superstition of various cultures are related to the environment.</p>
	Interaction	<p>A. Individuals enter into relationships with a group.</p> <p>B. Within a social system the interaction of individuals is essential.</p> <p>C. Two general types of interaction are competition and cooperation.</p> <p>D. The basis of all human interaction is found in the social system.</p>

SUB-CONCEPTS

lly the process of industrialization is a product of technical advance.
trial process was both cause and effect. It was a product of science and a new commercial age, but it
into motion several great social movements such as the movement of population from the farms to the
ization has provided jobs and new ways of acquiring wealth. Hence, people who lived from the soil
ed to improve their positions were drawn to the center of the industrial complex.

growth of cities came slums with their multitude of social problems. Job opportunities brought a de-
labor and immigration. Then came migration with its uprooting of traditional ties.
and commercial growth gave rise to trusts, monopolies, social unrest, and class hatred. Thus, the
ization-urbanization syndrome has given both hope and despair to mankind. It has offered great hope
and many serious and dangerous problems.

ects and is affected by his natural environment.
s the resource base of man's society.
the form of oceans, rivers, and lakes covers three-fourths of the earth's surface influencing climate,
re, communication, transportation, and trade.
s influence climate and the provision of food, shelter, and clothing.
influences ways of living.
ends to direct man until he accepts or alters it.
onal problems are often caused by geographic conditions.
ceremonies, and superstition of various people may be related to their physical environment.

als enter into relationships with a great number of individuals and groups.
social system the interaction of individuals and groups follows a certain form.
eral types of interaction are competition and cooperation.
of all human interaction is found in social systems.

BEHAVIORAL OBJECTIVES

- A. The student will write an essay explaining the effect of the process of industrialization on the migration.
 - B. The student will explain how the growth of the gaming industry and the Henderson Industrial Park led to migration.
 - C. The student will write a paragraph(s) explaining why he feels a large segment of Las Vegas population is made up of migrants.
 - D. The student will define migration and relate it to reasons for movement within the United States to the West.
 - E. The student, in an oral discussion, will offer logical opinions as to the position of Indian and black groups in the West.
-
- A. The student will, in writing, explain how the Nevadans have altered and been altered by their natural environment.
 - B. The student, in an oral report, will tell how people of a given area have made use of natural resources.
 - C. The student will, in writing, cite facts indicating ways in which water influences the climate, agriculture, and industry.
 - D. The student will, in writing, show how climate, food, and shelter in the Sahara Desert has been influenced by man.
 - E. The student will state in an oral discussion the influence of climate on the residents of the Sahara Desert.
 - F. The student will, in writing, tell how the residents have altered certain aspects of their habitat since the beginning of the 20th century.
 - G. The student will enumerate items of controversy between Egypt and Israel over the use of the Suez Canal.
 - H. The student will describe in writing how the physical environment has influenced rituals and superstitions.
-
- A. The student, in a written response, will express his views as to how life in the United States has been influenced by migration.
 - B. The student will make a list showing the organizational structure of the family in the Fanti tribes.
 - C. The student, in an oral discussion, will state facts about how the tribes in West Africa cooperated with one another to meet their needs and wants.
 - D. The student, in a small group discussion, will explain two instances in which interaction took place between the tribes and the present educational system of Africa.

BEHAVIORAL OBJECTIVES

of the process of industrialization on the migration from farm to city in the United States over past years.
ing industry and the Henderson Industrial Park led to the mass movement of people from other areas to Nevada.
he feels a large segment of Las Vegas population is attracted to this area.
asons for movement within the United States to the hot-dry lands, and hot-wet lands.
opinions as to the position of Indian and black ghetto areas within Las Vegas.

lands have altered and been altered by their natural environment.
of a given area have made use of natural resources and habitat to improve their lives.
ways in which water influences the climate, agriculture, and trade of an area.
od, and shelter in the Sahara Desert has been influenced by the landforms of the region.
ence of climate on the residents of the Sahara Desert and of Nigeria.
have altered certain aspects of their habitat since their having had contact with Western culture.
ween Egypt and Israel over the use of the Suez Canal.
al environment has influenced rituals and superstition among the primitive people.

views as to how life in the United States has been influenced by immigrants.
onal structure of the family in the Fanti tribes.
about how the tribes in West Africa cooperated with each other in an effort to provide for their needs and
ain two instances in which interaction took place between the Fanti and Ashanti tribes and influenced the

GENERALIZATION	CONCEPTS	
The character of a place is the product of the past as well as an interim phase in an ever changing existence.	Social change	<p>A. Change is a neutral process; it may progress.</p> <p>B. Some societies change at a more rapid rate.</p> <p>C. There are many causes for social change such as</p> <ol style="list-style-type: none"> 1. Contact between cultures. 2. The interaction of new ideas or material. 3. The development of modern means of communication. 4. Innovation as means of meeting the challenge.
	Empathy	<p>A. Empathy is the concept of demonstrating the ability to understand the feelings of others that are identical with or similar to the response of the individual.</p> <p>B. Empathy is a basic function in society in relation to the individual.</p> <p>C. The ability to exert empathy depends on the individual's ability to understand a person or a problem.</p>
	Historical method and point of view	<p>A. History is a process; a continuing development.</p> <p>B. Every citizen who seeks an explanation for a problem should understand the historical process.</p> <p>C. A historian is an observer who stands "amid the past" and that his particular place in time and space is a factor in coloring and molding his thinking through the historical process.</p> <p>D. All previous observers have received past events and their interpretations of events have been passed on to the present through the use of other time and space coordinates.</p> <p>E. A competent citizen should recognize that all observations are from a particular position in time and space.</p> <p>F. A student understanding these problems of a process should avoid the selectivity of facts. He can learn respect for the historical process by becoming a skeptic or cynic. The student should understand the past evidence, noting the certitude of one generation.</p> <p>G. A healthy respect for chronology will develop a healthy respect for the historical process.</p> <p>H. Historical method is recognizing and dealing with the selection of facts, evaluation of facts, interpretation of facts.</p>

SUB-CONCEPTS

Change is a neutral process; it may progress or decline.

Some societies change at a more rapid rate of progress than others.

There are many causes for social change such as the following:

Contact between cultures.

The interaction of new ideas or materials within a culture.

The development of modern means of communication and transportation.

Innovation as means of meeting the challenge of social, economic, and political problems.

Empathy is the concept of demonstrating the ability to understand others through one's self-responses

that are identical with or similar to the responses of others.

Empathy is a basic function in society in relation to sharing the attitudes and behavior of others.

The ability to exert empathy depends on the amount of knowledge and experience one has when attempting to understand a person or a problem.

History is a process; a continuing development involving constant change.

Any citizen who seeks an explanation for any event should be made to understand he has a "point of view."

A historian is an observer who stands "amid the process." This observer must realize events are flowing by

and that his particular place in time and space (his community, profession, church, school) are

forming and molding his thinking through moral pressure, stereotypes, and other current influences.

Previous observers have received past events from other points of view in time and space. Their

interpretations of events have been passed on to the current observer colored and molded by the influence of their time and space coordinates.

An competent citizen should recognize that all evidence passed on to him is an interpretation by an earlier

observer and that he is himself reinterpreting an interpretation limited and prejudiced as he is by his own

position in time and space.

A student understanding these problems of a continually changing process can be taught something of

the activity of facts. He can learn respect for all evidence and the need to doubt all evidence without

becoming a skeptic or cynic. The student should become aware of the need for continual reevaluation of

evidence, noting the certitude of one generation often is labeled fallacious by the next.

A healthy respect for chronology will develop better understanding of the relationships of cause and effect.

The critical method is recognizing and dealing with evidence, epistemology, thesis, hypothesis, point of view,

selection of facts, evaluation of facts, interpretation, chronology, and casual relationships.

BEHAVIORAL OBJECTIVES

- A. The student in an oral presentation will compare and/or contrast early day transportation in Nevada include railroads, highways, and airlines and comment on the effects of these on the economic and social development of Nevada.
- B. The student will be able to outline in chronological order the events in the development of Nevada from mining to increase and gaming.
- C. The student will describe how inventions in communication and transportation such as the telephone and automobile have affected Nevada.
- A. The student will write a paper about the Jesuit Priests, or George Campbell and George Kipp who were known for the empathy they exhibited toward the Indians.
- B. The student will choose and describe in writing some incident or experience of which he has personal knowledge and empathy.
- C. The student will orally cite two examples or occasions of his having had some contact with other ethnic groups and their behavior.
- A. The student will write his opinions about the influence of the Civil War on the progress of Nevada from 1861 to 1865.
- B. The student will make a list of the members of two main factions of power, e.g., the Comstock Lode and the Silver Kings.
- C. The student will be able to explain in writing the theory that at one time Nevada was covered by a great sea of imbedded shells.
- D. The student will write an essay on the hardships and tragedies associated with early pioneers who struggled through the Sierran Mountains during the months of snow and cold weather.
- E. The student will write a biographical sketch of one of the early settlers who figured prominently in the development of Comstock.
- F. The student, as a history selection writer, will record the events, incidents, and episodes about one of the early settlers of Ophir.
- G. The student, from a given list of places (towns and cities) in Nevada, will rearrange them in chronological order.
- H. The student in an oral discussion will state his opinions about the fund-raising activity practiced during the early days and its relation to such activities today.

BEHAVIORAL OBJECTIVES

contrast early day transportation in Nevada with that of the present time. The student will
the effects of these on the economic and social life of Nevada.
the events in the development of Nevada from statehood to the present pertaining to population
and transportation such as the telephone and railroad helped in the early development of Nevada.
George Campbell and George Kipp who were tribal superintendents, and explain ways in which
present or experience of which he has personal knowledge that exemplifies the importance of one having
his having had some contact with other ethnic groups that led him to a better understanding of human
the Civil War on the progress of Nevada from territory to statehood.
actions of power, e.g., the Comstock Lode, the Bonanza Firm, and the Bank Crowd.
that at one time Nevada was covered by a great sea, e.g., water cut marks on mountain sides, fossils, and
dies associated with early pioneers who struggled in the vastness of Nevada's Sierra Nevada
the early settlers who figured prominently in the history of the State of Nevada, e.g., Butler, Sutro, or
the events, incidents, and episodes about one of Nevada's mining towns, e.g., Rhyolite, Manhattan, or
in Nevada, will rearrange them in chronological order in which they were founded or established.
about the fund-raising activity practiced during the Civil War of selling a sack of flour over and over

SUGGESTED MULTIMEDIA FOR GEOGRAPHY--LEVEL 4

STANDARD FOCAL REFERENCE GUIDES

(1 per 6 students)

Hammond
My State (Nevada)

Laidlaw
Regions and Social Needs

CONCEPT PENETRATION SOURCES

(For Hot Dry Regions)

Allyn and Bacon
A Journey Through Many Lands

Ginn
At Home Around the World

Harcourt, Brace, and World
The World Around Us

Harper and Row
Today's Basic Science

Holt, Rinehart and Winston
Around the Earth

Macmillan
Living In Our Country and Other Lands

Pantheon
My Village (Series)

Silver Burdett
Our Big World

CONCEPT PENETRATION

Allyn and Bacon
A Journey Through

Ginn
At Home Around

Harcourt, Brace, and
The World Around

Holt, Rinehart, and W
Around the Earth

Houghton Mifflin
Citizens All

Macmillan
Living in Our Cou

Pantheon
My Village (Series)

Silver Burdett
Our Big World

CONCEPT PENETRATION

Childrens Press
Enrichment of Am
Nevada
History of Nevada
Century in Meads
Nevada American
Nevada Governm

SUGGESTED MULTIMEDIA FOR GEOGRAPHY--LEVEL 4

(1 per 6 students)

CONCEPT PENETRATION SOURCES

(For Hot Wet Regions)

Allyn and Bacon
A Journey Through Many Lands

Ginn
At Home Around the World

Harcourt, Brace, and World
The World Around Us

Holt, Rinehart, and Winston
Around the Earth

Houghton Mifflin
Citizens All

Macmillan
Living in Our Country and Other Lands

Pantheon
My Village (Series)

Silver Burdett
Our Big World

CONCEPT PENETRATION SOURCES

(For Nevada)

Childrens Press
Enrichment of America-Nevada
Nevada
History of Nevada
Century in Meadow Valley
Nevada American Guides Series
Nevada Government

CONCEPT PENETRATION SOURCES (For Geography)

Allyn and Bacon
Understand Maps

Crofts
Child's Geography of the World

Evans
Why We Live Where We Live

Follett
Study Lessons in Map Reading

Little Publisher's
Map Making: The Art That Became a Science

McGraw - Hill
Reading Latitude From Maps
Reading Longitude From Maps

Sullivan
Sullivan Program Geography I, II, III

Weekly Reader
Map Making
Map Skills for Today
Developing Table and Graph Skills

FILMSTRIPS (For Hot Dry Regions)

Eye Gate
Deserts
The Desert (Super 8 loops)

FILMS

Eye G

FILMS

Colon

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C

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TRANSE

Instruc

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M

ES (For Geography)

FILMSTRIPS

(For Hot Wet Regions)

Eye Gate

Life in Tropical Rain Forest

Tropical Rainforest (loop)

Pressure and Winds of Monsoon (loop)

FILMSTRIPS AND SLIDES

(For Geography)

Colonial Films

South America

Asia

Europe

Africa

Antarctica

Oceania - Australia

North America

Encyclopaedia Britannica

Maps and How to Use Them

People and Places in the Eastern Hemisphere

Filmstrip House

Our Geography

McGraw - Hill

Maps and Globes, Set 1 and 2

TRANSPARENCIES

(For Geography)

Instructo

Maps of the U.S.

U.S. Maps - 850A

Map Reading - 851B

Time Zones - 848-1
U.S. Maps and Map Reading - A
Map Reading - B

Popular Science
Maps of the U.S.
World Geography

MAPS, GLOBES, ATLASES (For Geography)

Hammond
My First World Atlas
Intermediate World Atlas

Nystrom
Map Symbols and Geographic Terms

Rand McNally
Classroom Atlas

TAPES AND FILM LOOPS

Eye Gate (8mm Film Loops -Super 8)
Tundra
The Desert
The Savanna
Latitude
The Movement of the Earth
Around the Sun

16mm FILMS (Owned by the District)
(For Hot Dry Regions)

Clark County Media Operations
Life of Nomad People--Desert Dwellers F 5393
African Continent (Northern Region) F 1059

Life in a
The Nile
Its Peo
A Close
Oasis F
Arabian

16mm FILMS

Clark County
Life In H
Amazon
Tropical
A People
Life in H
African C
West Afric
East Afric
The Amaz

16mm FILMS

Clark County
Ghost Tow
Ghosts of
I Live on
Nevada a
Bonanza
Early Nev
Nevada:
The South
Far West
Southwest
A Close L
Pioneer Bu

Life in an Oasis-- Northern Africa F5385
The Nile Valley and
Its People F 0843
A Close Look at Desert Animals F 5205
Oasis F 5034
Arabian Children F 0773

16mm FILMS (Owned by the District)
(For Hot Wet Regions)

Clark County Media Operations
Life In Hot Rain Forests--
Amazon Basin F0069
Tropical Rain Forest F 0350
A People Of The Congo- F0082
Life in Hot Wet Lands- The Congo Basin F5389
African Continent - Tropical Region F 1060
West Africa-Tropical Lowlands F1361
East Africa- Tropical Highlands F1356
The Amazon - Life Along the River in Brazil F 1468

16mm FILMS (Owned by the District)
(For Nevada)

Clark County Media Operations
Ghost Towns of Virginia City F 0760
Ghosts of the Golden West F 0201
I Live on the Mojave Desert F 1021
Nevada and It's Natural Resources F 0206
Bonanza F 1055
Early Nevada F 0203
Nevada: Land of Surprises F 0205
The Southwest - Land of Promise F 0967
Far Western States F 0045
Southwestern States F 0088
A Close Look at Desert Animals F5205
Pioneer Burro, The F 1054

16mm FILMS (Owned by the District)
(For Geography)

Clark County Media Operations

Homes Around the World- F 5109

Map Skills - Using Different Maps Together- F5395

Maps: Where Am I? - F 5516

Maps Are Fun - F 0070

Reading Maps - F0084

The Language of Maps - F5075

Making a Map- F0704

Reading Weather Maps - F 1162

SUPPLEMENTARY

BOOKS

Field

China Boy

Stranger at Cherry Hill

Chumash Boy

The Magic Boy

Franklin

Japan

Hammond

Flags of American History

Holt, Rinehart and Winston

American Biographies

Houghton Mifflin

Proudly We Hail

Blind Man Can

What a Highway!

Pantheon

My Village (Series)

strict)

109
Maps Together- F5395

2

Prentice - Hall
People and Their Actions (Man in Action Series)

FILMSTRIPS

McGraw - Hill
The History of the American Negro Series

Schloat
Exploding the Myth of Prejudice

Society for Visual Education
Leading American Negroes

TRANSPARENCIES

Civic Education Service
Negro History

PICTURES

Silver Burdett
Families Around the World
Living in the United States
Living in Kenya
Living in France
Living in Japan
Living in Brazil
The Earth, the Home of People
Children of Australia and Pacific Islands
Children of Africa

16mm FILMS (Owned by the District)

Clark County Media Operations

Our Country's Song - F5420

The Meaning of Patriotism - F1140

What America Means to Me - F 1337

N	CONCEPTS	SUB-CONCEPTS
<p>ea ho- f spe- ro re- tion is ntel-</p>	Habitat and its significance	<ul style="list-style-type: none"> A. Man affects and is affected by his natural environment. B. Habitat is the resource base of man's society. C. Water in the form of oceans, rivers, and lakes covers three-fourths of the earth's surface influencing climate, agriculture, communication, transportation, and trade. D. Landforms influence climate and the provision of food, shelter, and clothing. E. Climate influences ways of living. F. Habitat tends to direct man until he accepts or alters it. G. International problems are often caused by geographic conditions. H. Rituals, ceremonies, and superstition of various people may be related to their physical environment.
	Geographical approach	<ul style="list-style-type: none"> A. In the field of geography, attention is focused on the areal association of things and events of unlike origin and on the interconnections among things and events that are thus associated. B. Many different kinds of processes of change are operating on the face of the earth. There are physical, biotic, economic, social, and political processes. C. The distinctive purpose of geographic study is to develop concepts regarding the interaction of things and events related to unlike processes that are associated with particular areas. D. Geography has examined the interaction between man and his habitat but equally significant are studies of the interaction among diverse cultural processes or among physical and biotic phenomena. E. Geography seeks understanding of the causes and consequences of differences from place to place on the earth. F. Grouping events and concepts together by the area on the globe in which they occur becomes an orderly principle by which to approach and analyze them.
	Causation	<ul style="list-style-type: none"> A. There is a relationship of cause and effect. B. Causation attempts to develop a method of thinking as well as an understanding of causes and effects around us. C. Cause and effect have the character of multiplicity. (This means that operation of cause and effect can be understood only if they know enough about the factors involved in the causal chain. A single act may bring about several effects that seemingly become more isolated as the series of effects expands). D. The fact that events do not just happen but that they are caused appears to be basic to a grasp of the course and meaning of all social action.

BEHAVIORAL OBJECTIVE

- A. The student will explain in oral discussion the problems surrounding the seal population of the problems and what decisions and agreements were made about them.
 - B. The student will orally or in writing state the ways the inland passage to Alaska serves the ne
 - C. The student will list Alaska's largest cities and cite some factors influencing their growth and
 - D. The student will pretend he is a resident of Alaska and choose an occupation for himself in tr
 - E. The student will compare the climate and economic base of Ketchikan and Fairbanks, indica
 - F. The student in an oral discussion will explain ways in which the people of Hawaii have alter alterations have been on the plus side or minus side.
 - G. The student will select media and gather facts about the geographical aspects and significant States and Japan might occasionally clash in their interests, needs, concerns and uses of the
 - H. The student in a study team will do research on the significance of figures and idols as they sketches of the figures/idols.
-
- A. The student will name five common problems the five largest metropolitan areas in the United
 - B. The student will point out places that are important for fishing, whaling, and the hunting of
 - C. The student will draw a section of a map showing the location of Alaska's Matanuska Valley ment of the area.
 - D. The student will describe in writing the step-by-step processes involved in Hawaii's pineapple
 - E. The student will state in a discussion ways in which the problem of population pressure, resul
 - F. The student will label the five largest cities on a blank map of the United States.
-
- A. The student will write a paper stating his views and opinions as to the cause and effects of si
 - B. The student will identify the problem, event, or circumstance that he will select according t vegetation—the effects are poor land and flood conditions.
 - C. The student will choose a historical event that exemplifies the statement "a single act may b for his event.
 - D. The student will state the events and circumstances that constituted certain causes that led to

BEHAVIORAL OBJECTIVES

surrounding the seal population of the Pribilof Islands. He will include countries involved in these about them.

land passage to Alaska serves the needs of the people and describe ways they have found to make use of it.

the factors influencing their growth and importance.

choose an occupation for himself in that state giving reasons for the choice made.

of Ketchikan and Fairbanks, indicating his views as to the potential growth and economic importance of each.

which the people of Hawaii have altered their environment and argue the pros and cons as to whether these

geographical aspects and significance of the Bering Sea and give his opinions as to how and why the United States, needs, concerns and uses of the area.

significance of figures and idols as they relate to the myths and rituals of the natives of a given area and draw

largest metropolitan areas in the United States share.

fishing, whaling, and the hunting of fur seals on a given list of geographic locations.

location of Alaska's Matanuska Valley and will write a news report about the history, settlement, and development

processes involved in Hawaii's pineapple production.

problem of population pressure, resulting in blight and congestion in our cities, could be eased.

map of the United States.

nations as to the cause and effects of slum districts in our cities.

instance that he will select according to his interest and affinity, e.g., the cause of erosion is removal of forests.

states the statement "a single act may bring about several effects," and will chart the cause-effect relationship

constituted certain causes that led to far-reaching action by the inhabitants of the island of Tristan da Cunha.

GENERALIZATION	CONCEPTS	
The character of a place is the product of the past as well as an interim phase in an ever changing existence.	Culture	<ul style="list-style-type: none"> A. People are much alike in feelings and needs B. People in other lands have customs and traditions C. People throughout the world today are striving at the same time, making changes to improve their conditions D. Individuals and groups of individuals of diverse backgrounds
	Institution	<ul style="list-style-type: none"> A. Every institution has special statutes and regulations B. The three primary institutions in American society are the family, the church, and the state C. Institutions are creations that developed from the needs of the people D. Every major institution must have organization and discipline
	Dignity of man	<ul style="list-style-type: none"> A. Religions have developed a belief in the reverence of man B. All men are expected to respect the dignity of others C. Human dignity should imply to every citizen D. Worth of an individual cannot be judged by his position
	Geographical approach	<ul style="list-style-type: none"> A. In the field of geography, attention is focused on the interconnections among things and processes B. Many different kinds of processes of change are going on, economic, social, and political processes. C. The distinctive purpose of geographic study is to understand the processes related to unlike processes that are associated with the same area D. Geography has examined the interaction between the physical and the human interaction among diverse cultural processes E. Geography seeks understanding of the causes of change F. Grouping events and concepts together by the principle by which to approach and analyze them

SUB-CONCEPTS

People are much alike in feelings and needs, although they often differ in appearance, ideas, and customs. People in other lands have customs and traditions that have been passed down to them. People throughout the world today are striving to keep certain cultures and traditions that they value and at the same time, making changes to improve their way of life. Individuals and groups of individuals of diverse background have contributed to our cultural heritage.

Every institution has special statutes and roles. Three primary institutions in American society have different effects on individuals within the society. Institutions are creations that developed from needs of human beings. Every major institution must have organization and a code of norms and specifications.

Nations have developed a belief in the reverence of human life. Men are expected to respect the dignity of all other men. Human dignity should imply to every citizen the worth of all individuals. The worth of an individual cannot be judged by accomplishments or social position.

In the field of geography, attention is focused on the areal association of things and events of unlike origin on the interconnections among things and events that are thus associated. Many different kinds of processes of change are operating on the face of the earth. There are physical, biotic, economic, social, and political processes. The distinctive purpose of geographic study is to develop concepts regarding the interaction of things and events related to unlike processes that are associated with particular areas. Geography has examined the interaction between man and his habitat but equally significant are studies of the interaction among diverse cultural processes or among physical and biotic phenomena. Geography seeks understanding of the causes and consequences of differences from place to place on the earth. Grouping events and concepts together by the area on the globe in which they occur becomes an orderly principle by which to approach and analyze them.

BEHAVIORAL OBJECTIVES

- A. The student will in writing compare the culture of given groups living in Alaska, e.g., Eskimos, Aleuts.
- B. The student will write a short essay explaining current customs and traditions in either Holland, France, or England.
- C. The student will identify various regions in Colonial America from the standpoint of which European settlements today.
- D. The student will name at least three contributions received from the Apache Indians.
- A. The student in a discussion group will compare the institutions of home, family, and school in Alaska of each on a ten year old.
- B. The student will write a description of the mission schools in Alaska and explain what services they provide.
- C. The student will orally explain why in our society we respect and have empathy for all cultural groups.
- D. The student will make a list of rules followed by banks in the process of granting loans and extending credit.
- A. The student will, in an oral presentation, tell what human dignity means to him and tell why it is separate from materialism.
- B. The student, given a great work of art, will tell how it depicts a reverence for life and living, e.g., a painting.
- C. The student will name his own favorite art form and give reasons for his choice, e.g., poetry, music.
- D. The student will explain in one essay why no one places a value on human beings in terms of a price.
- A. The student will name five common problems the five largest metropolitan areas in the United States face.
- B. The student will label the five largest cities on a blank map of the United States.
- C. The student will explain how the recently completed St. Lawrence Seaway has increased the importance of the Great Lakes.
- D. The student will play the role of an American looking for a place to make a home and will choose an area.
- E. The student will write his views on how the disappearance of the buffalo opened up the opportunity for settlement of America during the 1800's.
- F. The student will write how completion of the transcontinental railroad and subsequent feeder lines affected the West.

BEHAVIORAL OBJECTIVES

living in Alaska, e.g., Eskimos, Aleutian Indians.

and traditions in either Holland, France, England, or Scandanavia.

from the standpoint of which European ethnic groups settled there and contrast this to geographic

the Apache Indians.

home, family, and school in Alaska with those of Las Vegas and speculate on the probable effects

Alaska and explain what services they provide for the Indians there.

and have empathy for all cultural groups of men regardless of how different from us they may be.

process of granting loans and extending credit and tell why he thinks these rules are necessary.

means to him and tell why it is separate and apart from the accomplishments of individuals.

reverence for life and living, e.g., paintings by Michaelangelo.

for his choice, e.g., poetry, music, sculpture.

on human beings in terms of a price (dollars and cents).

ropolitan areas in the United States share.

the United States.

ice Seaway has increased the importance of certain cities of Canada and the United States.

to make a home and will choose and name a place and give reasons for his selection.

the buffalo opened up the opportunity for the establishment of the cattle business on the Great Plains

and subsequent feeder lines aided the growth and expansion of cattle raising on the open range.

GENERALIZATION	CONCEPTS	SUB
<p>The evolution of mankind from isolated, self-sufficient communities to an interdependent whole means ever more trade, migration, diffusion of ideas and practices, and greater importance of relative location of situation.</p>	Industrialization-urbanization syndrome	<p>A. Historically, the process of industrialization is a process of cause and effect.</p> <p>B. The industrial process was both cause and effect - also set into motion several great social movements.</p> <p>C. Industrialization has provided jobs and new ways of life. Those who wanted to improve their positions were drawn to the cities.</p> <p>D. With the growth of cities came slums with their many problems for labor and immigration. Then came migration.</p> <p>E. Industrial and commercial growth gave rise to the industrialization-urbanization syndrome has given birth to many serious and dangerous problems.</p>
	Habitat and its significance	<p>A. Man affects and is affected by his natural environment.</p> <p>B. Habitat is the resource base of man's society.</p> <p>C. Water in the form of oceans, rivers, and lakes controls agriculture, communication, transportation, and life.</p> <p>D. Landforms influence climate and the provision of resources.</p> <p>E. Climate influences ways of living.</p> <p>F. Habitat tends to direct man until he accepts or adapts to it.</p> <p>G. International problems are often caused by geographical factors.</p> <p>H. Rituals, ceremonies, and superstition of various peoples are often based on geographical factors.</p>
	Social change	<p>A. Change is a neutral process; it may progress or regress.</p> <p>B. Some societies change at a more rapid rate of progress than others.</p> <p>C. There are many causes for social change such as:</p> <ol style="list-style-type: none"> 1. Contact between cultures. 2. The interaction of new ideas or materials with old. 3. The development of modern means of communication. 4. Innovation as means of meeting the challenges of life.
	Interaction	<p>A. Individuals enter into relationships with a great number of others.</p> <p>B. Within a social system the interaction of individuals is essential.</p> <p>C. Two general types of interaction are competition and cooperation.</p>

SUB-CONCEPTS

Historically, the process of industrialization is a product of technical advance. The industrial process was both cause and effect. It was a product of science and a new commercial age, but it set into motion several great social movements such as the movement of population from the farms to the cities. Industrialization has provided jobs and new ways of acquiring wealth. Hence, people who lived from the soil and had to improve their positions were drawn to the center of the industrial complex. With the growth of cities came slums with their multitude of social problems. Job opportunities brought a demand for labor and immigration. Then came migration with its uprooting of traditional ties. Industrial and commercial growth gave rise to trusts, monopolies, social unrest, and class hatred. Thus the industrialization-urbanization syndrome has given both hope and despair to mankind. It has offered great hope and posed many serious and dangerous problems.

Man affects and is affected by his natural environment. The environment is the resource base of man's society. Water in the form of oceans, rivers, and lakes covers three-fourths of the earth's surface influencing climate, culture, communication, transportation, and trade. Landforms influence climate and the provision of food, shelter, and clothing. Climate influences ways of living. The environment tends to direct man until he accepts or alters it. Environmental problems are often caused by geographic conditions. Customs, rituals, ceremonies, and superstition of various people may be related to their physical environment.

Social change is a neutral process; it may progress or decline. Some societies change at a more rapid rate of progress than others. There are many causes for social change such as the following:
Contact between cultures.
The interaction of new ideas or materials within a culture.
The development of modern means of communication and transportation.
Innovation as means of meeting the challenge of social, economic, and political problems.

Individuals enter into relationships with a great number of individuals and groups. Within a social system the interaction of individuals and groups follows a certain form. Two general types of interaction are competition and cooperation.

BEHAVIORAL OBJECTIVES

- A. The student will prepare a graph indicating industrial and urban growth in America.
 - B. The student, working in a study team, will prepare a written report in which he will explain that industrialization caused the other.
 - C. The student will plot the distribution of population before World War II on a blank map of the United States and explain the reasons for the distribution in the population.
 - D. The student will write his version about the types of people involved in the population shift and why they moved.
 - E. The student will write factors that have accompanied the process of industrialization in the United States: (1) the benefits brought by industrialization, (2) the problems created by industrialization.
-
- A. The student will present all of the facts concerning the events and circumstances under which the United States was founded.
 - B. The student will describe the story of the settlement of Matanuska and tell how the habitat affected the settlement.
 - C. The student will list the areas in Nevada where water pollution is a matter of concern.
 - D. The student will, in a group discussion, describe how the climate of Hawaii has influenced ways of living.
 - E. The student will research and collect materials depicting life in Hawaii as it is influenced by the presence of tourists.
 - F. The student will list the way the early pioneers of America altered their environment to make it more suitable for their needs.
 - G. The student will state why France's ownership of the Great Mississippi River Valley (early 1800's) was important.
 - H. The student will describe a ritual that the Pilgrims initiated as a result of the harsh physical environment.
-
- A. The student will orally compare the changes that have taken place in the north central region of the United States.
 - B. The student, in a written response, will explain how population density and urban expansion have brought about changes in the north central states.
 - C. The student, in an oral discussion, will present his understanding of the effects of contact between cultural centers in the north central states.
-
- A. The student will prepare a chart showing the countries, numbers of people, cultural connections, and the influence of each on America.
 - B. The student will describe the form of the Hawaiian Luau ritual.
 - C. The student will, in a group discussion, tell how Las Vegas's Hellsdorado festivities exemplify cooperation.

BEHAVIORAL OBJECTIVES

growth in America.
at in which he will explain that industrialization and urbanization are so interrelated that one can
War II on a blank map of the United States and show which areas have been most affected by shifts
ved in the population shift and why they moved to the urban centers.
of industrialization in the United States and place these factors under the following headings: (1) the
industrialization.

d circumstances under which the United States acquired Alaska.
a and tell how the habitat affected this settlement.
a matter of concern.
Hawaii has influenced ways of living on the islands, particularly in tourism and trade.
Hawaii as it is influenced by the present physical environment.
d their environment to make it more habitable.
Mississippi River Valley (early 1800's) was a problem to our government.
result of the harsh physical environment they found in America.

ce in the north central region of the United States with those that have occurred in the south central
nsity and urban expansion have brought into focus the need for more modern means of transportation.
the effects of contact between cultures and the interaction of new ideas within cultures on the urban

of people, cultural connections, and areas of settlement of all the cultures found in our society in
orado festivities exemplify cooperation in our community.

GENERALIZATION	CONCEPTS	
<p>Man's use of the land is seldom the result of any single physical factor. Rather, such utilization is determined by the interplay of a number of phenomena, both physical and cultural.</p>	Comparative advantage	<p>A. A nation, group, or individual must have long be aware of the advantages and disadvantages.</p> <p>B. Compromise and adjustment are an important co the same.</p>
	Input and output	<p>A. Many individuals are producers of either goods.</p> <p>B. All individuals are consumers; directly or indirectly.</p> <p>C. For a stable economy, there must be a balance.</p>
	Causation	<p>A. There is a relationship of cause and effect.</p> <p>B. Causation attempts to develop a method of thinking.</p> <p>C. Cause and effect have the character of multiple understood only if they know enough about the about several effects which seemingly become more.</p> <p>D. The fact that events do not just happen but that meaning of all social action.</p>

SUB-CONCEPTS

on, group, or individual must have long-range goals for which to strive and in moving towards these goals, are of the advantages and disadvantages that develop along the way.

omise and adjustment are an important consideration when advantages enjoyed by two opposing forces are ne.

Individuals are producers of either goods or services.

Individuals are consumers; directly or indirectly they influence the production of items.

able economy, there must be a balance between production and consumption.

is a relationship of cause and effect.

ion attempts to develop a method of thinking as well as an understanding of causes and effects around us.

and effect have the character of multiplicity. (This means that operation of cause and effect can be food only if they know enough about the factors involved in the causal chain. A single act may bring several effects which seemingly become more isolated as the series of effects expands.)

ct that events do not just happen but that they are caused appears to be basic to a grasp of the course and ng of all social action.

BEHAVIORAL OBJECTIVES

- A. The student will write how the South has employed long-range goals in making changes in their farms.
- B. The student will, in writing, tell how the high land owners of the South compromised and made certain of their large land parcels.
- A. The student will explain the gross limitations of goods and services available to customers during the
- B. The student will research conditions and circumstances that led to Ford Motor Company's design and reasons for the failure of this production.
- C. The student will state the law of supply and demand and give an example.
- A. The student will state five reasons why people in the south no longer clear timberlands for farming but change the use of the land from farming to forestry.
- B. The student will state the causes and effects of the great trek of the Mormons from points east to west.
- C. The student will construct a simple flow chart showing the causes and events that led to the purchase
- D. The student will distinguish between Alaska of 1867 and 1967 from the standpoint of land utilization

BEHAVIORAL OBJECTIVES

g-range goals in making changes in their farming economy.

wners of the South compromised and made certain adjustments--whereas the plantation owners made other uses

and services available to customers during the horse and buggy days.

s that led to Ford Motor Company's design and production of a car called the Edsel and write a report giving

nd give an example.

outh no longer clear timberlands for farming but allow timber on the land to grow and why they have begun to

eat trek of the Mormons from points east to what is now the state of Utah.

the causes and events that led to the purchase of Alaska in 1867 and the many effects that have resulted.

nd 1967 from the standpoint of land utilization and its potential importance to the United States.

SUGGESTED MULTI-MEDIA FOR GEOGRAPHY--

STANDARD FOCAL REFERENCE GUIDES

Suggested that one of the following be made available for each student

Benefic Press

You and the United States

Ginn

Your Country and Mine

The United States and Canada

Trails to Freedom

Harper and Row

The Story of Our Country

Holt, Rinehart and Winston

In the United States and Canada

Macmillan

Living in the United States

CONCEPT PENETRATION SOURCES

Suggested that one each of the following be made available for each 15 students

Century

Negro American Heritage

Children's Press

Enchantment of America Series (50 books)

Pictorial Encyclopedia of American History (17 volumes)

America and its Indians

The Americas - The United States and Its Possessions

AD MULTI-MEDIA FOR GEOGRAPHY--LEVEL 5

made available for

Fearon

Alaska

Hawaii: Its Living Resources

Hawaii: Its Physical Aspects

Fideler

American History and Culture

Geography of the United States Series

The Northeast

The South

The Midwest

The West

Field Education

Chumash Boy

Minorities Series

Viking of the Plow

A Road for Rudi

The Magic Door

Stranger at Cherry Hill

China Boy

Kings Son

to be made

Follett

Library of American Heroes

Franklin

Westward the Nation

Westward the Nation in Song, Dance, and Story

books)

History (17 volumes)

Ginn

Trail Blazers of American History

Fifteen Families

Its Possessions

Harcourt, Brace, and World
40 American Biographies

Holt, Rinehart, and Winston
American Biographies

Laidlaw Brothers
Great Names in American History

Macmillan
Kiowa Years
They Made America Great

SRA
Our Working World - Cities at Work

Silver Burdett
Adventures in American History

Wichita Eagle and Beacon
Living Textbook

FILMSTRIPS

Bailey
Great Explorers of America (5)
Understanding Citizenship

Curriculum Materials
How Geography Moved Civilization
Spanish Explorers
Western Pioneer Trails

Encyclopaedia Britannica
Settling the New World

Eye Gate
Regional Studies

South
Alaska
New B
North
Middle
Our S
North
Story o

Filmstrip Hou
People o
Regions o

Learning Art
Historica

RMI
Americ

Society for V
Geograp
Leading
Use and

Wasp
Minoritie

TRANSPARENC

Allyn and Bas
Alpha M

Learning Arts
Series ts

Southwestern States
Alaska, Hawaii, Puerto Rico
New England States
North Central States
Middle Atlantic States
Our Southern States
Northwest States
Story of America's People

Filmstrip House
People and Places (sound)
Regions of the United States

Learning Arts
Historical Portraits of the Black American (sound)

RMI
American History

Society for Visual Education
Geography of 50 States of America (18)
Leading American Negroes
Use and Display of the Flag

Wasp
Minorities Have Made America Great

TRANSPARENCIES

Allyn and Bacon
Alpha Map Transparencies

Learning Arts
Series tss-3 United States Geography

MAPS AND ATLASES

Denoyer - Geppert
See Catalog

Ginn
Ginn World Atlas

Hammond
My First World Atlas

Nystrom
See Catalog

RECORDS

Learning Arts
Teaching Children Values

TAPES

Photo and Sound
Kentucky
Beginning Westward Movement
Settlement of Northwest Territory
Settlement of Florida
The Oregon Territory
The Louisiana Territory
Revolutionary War: West and South

KITS

Bailey
Filmstrip and Record - Map and Artifacts

Hub

Mer

Scho

SRA

FILM

Coro

McG

Hubbard

Elementary Land Form Models

Merrill

American History Time Line and Date Chart

Scholastic Books

Curriculum Units (Prejudice)

SRA

Basic Skill Series - Graph and Picture Study Skills Kit

FILMS

Coronet

North American Regions: Rocky Mountains

Lewis and Clark Journey

North American Regions: Pacific Coast

Boyhood of Abraham Lincoln

Boyhood of George Washington

McGraw - Hill

Change in the Western Mountains

Our Immigrant Heritage

Cortez and the Legend (1 and 2)

United States Becomes a World Power

Tippecanoe and Lyndon Too

History of the Negro in America I - II - III

Golden Twenties

<div> <div> HISTORY GEOGRAPHY POLITICAL SCIENCE SOCIOLOGY ECONOMICS ANTHROPOLOGY </div> <div> GEOGRAPHY Level 6 <u>Vehicles</u> Greece—Ancient and Modern The Union of Soviet Socialist Republics & the Two Chinas Japan Bolivia—The Land of the Crocodile Central Africa </div> </div>	GENERALIZATION	CONCEPTS	
	<p>The character of a place is the product of the past as well as an interim phase in an ever changing existence.</p>	<p>Conflict--its origin, expression, and resolution</p> <p>Social change</p> <p>Empathy</p>	<p>A. Conflict is a condition of civilization and of civilization.</p> <p>B. Society is concerned more than to minimize conflict than to minimize its existence, we help them to deal with reality with violence.</p> <p>C. This concept is a pattern of conflict between individuals and the society.</p> <p>A. Change is a new condition.</p> <p>B. Some societies are more changeable than others.</p> <p>C. There are many types of change.</p> <ol style="list-style-type: none"> 1. Contact between different societies. 2. The interaction of different societies. 3. The development of different societies. 4. Innovation in different societies and political systems. <p>A. Empathy is the ability to understand the feelings of others through one's own experiences and responses of others.</p> <p>B. Empathy is a basic human trait and behavior of all human beings.</p> <p>C. The ability to experience one's own feelings and responses of others.</p>

ATION	CONCEPTS	SUB-CONCEPTS
<p>a place is the st as well as an on ever ce.</p>	Conflict--its origin, ex- pression, and resolution	<p>A. Conflict is characteristic of the growth and development of individuals and of civilization as a whole.</p> <p>B. Society is constantly pressured to respond to conflicting forces. Rather than to minimize conflict or shield young students from the fact of its existence, we should make them aware of the origins of conflict, and help them to develop healthy attitudes toward conflict as an aspect of reality with which they must learn to cope.</p> <p>C. This concept is developed to assist the student to acquire satisfactory patterns of conflict resolution, whether with classmates, between individuals and the state, or between nations to be used throughout life.</p>
	Social change	<p>A. Change is a neutral process; it may progress or decline.</p> <p>B. Some societies change at a more rapid rate of progress than others.</p> <p>C. There are many causes for social change, such as the following:</p> <ol style="list-style-type: none"> 1. Contact between cultures. 2. The interaction of new ideas or materials within a culture. 3. The development of modern means of communication and transportation. 4. Innovation as means of meeting the challenge of social, economic, and political problems.
	Empathy	<p>A. Empathy is the concept of demonstrating ability to understand others through one's self-responses that are identical with or similar to the responses of others.</p> <p>B. Empathy is a basic function in society in relation to sharing the attitudes and behavior of others.</p> <p>C. The ability to exert empathy depends on the amount of knowledge and experience one has when attempting to understand a person or a problem.</p>

BEHAVIORAL OBJECTIVES

- A. The student will be able to cite the events and/or incidents involved in the conflict between King
- B. The student will be able to discuss the arguments used by the military regime in justifying their ac
- C. The student will state his own preference of whether he would rather live in Greece as it was in an

- A. The student will name three causes of the decline of Ancient Greece and three problems occurring
- B. The student will write an essay comparing the progress of early Greek culture with today's Greek c
Greek political structure.
- C. The student will assume the role of a newspaper editor and write an editorial deploring the rise of
by the Western world as the cradle of democracy and culture.

- A. The student, working in a study team, will research the ways llamas and camels are used as beasts of
contrasts related to this use.
- B. The student will put himself in the role of a Chinese and will give an explanation of why many Chi
gauze covering over mouth and nose, the wide brimmed hat, and loose fitting pajama like garments
- C. The student, working in a team, will research Russian everyday habits of eating and drinking and writ
America's custom of having a cup of coffee (Samovar).

BEHAVIORAL OBJECTIVES

idents involved in the conflict between King Constantine and the Greek military junta.

by the military regime in justifying their actions in taking over Greece.

e would rather live in Greece as it was in ancient times or as it is today and give reasons for his choice.

ncient Greece and three problems occurring there today.

of early Greek culture with today's Greek culture in terms of social changes. He will do the same with

and write an editorial deploring the rise of military rule in the country of Greece, a country eulogized
culture.

ways llamas and camels are used as beasts of burden and give an oral report stating the similarities and

nd will give an explanation of why many Chinese wear certain items of their costume or attire, e.g., cotton
ed hat, and loose fitting pajama like garments.

everyday habits of eating and drinking and write a description or an account of the Russian equivalent of

GENERALIZATION	CONCEPTS	
<p>The character of a place is the product of the past as well as an interim phase in an ever changing existence.</p>	<p>Historical method and point of view</p>	<p>A. History is a process-- a continuing development</p> <p>B. Every citizen who seeks an explanation for a</p> <p>C. A historian is an observer who stands "amidst" the events he studies and that his particular place in time and space is a factor in and molding his thinking through moral pressure</p> <p>D. All previous observers have received past evaluations of events have been passed on to him and he is himself reinterpreting past events in time and space coordinates.</p> <p>E. A competent citizen should recognize that a historian is an observer and that he is himself reinterpreting past events in time and space.</p> <p>F. A student understanding these problems of a historian should be a skeptic or cynic. He can learn respect for all evidence and not noting the certitude of one generation after another.</p> <p>G. A healthy respect for chronology will develop a</p> <p>H. Historical method is recognizing and dealing with the selection of facts, evaluations of facts, interpretation of facts</p>

SUB-CONCEPTS

is a process-- a continuing development involving constant change.

citizen who seeks an explanation for any event should be made to understand he has a "point of view."

rian is an observer who stands "amid the process." This observer must realize events are flowing by and that his particular place in time and space (his community, profession, church, school) are coloring his thinking through moral pressure, stereotypes, and other current influences.

vious observers have received past events from other points of view in time and space. Their interpretations of events have been passed on to the current observer colored and molded by the influence of other time and space coordinates.

petent citizen should recognize that all evidence passed on to him is an interpretation by an earlier observer and that he is himself reinterpreting an interpretation limited and prejudiced as he is by his own position in time and space.

ent understanding these problems of a continually changing process can be taught something of selectivity. He can learn respect for all evidence and the need to doubt all evidence without becoming a skeptic or cynic. The student should become aware of the need for continual reevaluation of past evidence, for the certitude of one generation often is labeled fallacious by the next.

thy respect for chronology will develop better understanding of the relationships of cause and effect.

ical method is recognizing and dealing with evidence, epistemology, thesis, hypothesis, point of view, selection of facts, evaluations of facts, interpretation, chronology, and causal relationships.

BEHAVIORAL OBJECTIVES

- A. The student, using a resource map of Russia and acting as a newspaperman, will write a commentary on Russia's important industrial cities.
- B. The student, studying a map, will orally present his own point of view as to how much of Russia's vast territory is suitable for agriculture.
- C. The student will assume the role of a writer of history and choose some incident, event, or proposal of the benefit of posterity, e.g., the negative income tax proposal, the 1968 Presidential campaign, the Vietnam War, Japan.
- D. The student will compare two different articles dealing with the Boxer Rebellion, list the differences, and give reasons for these differences.
- E. The student will be able to name the major kinds of sports that are popular in modern Japan and explain Japan's reputation as being a "hermit nation."
- F. The student will be able to present arguments along with evidence for both the pro and con side of trade with China in America.
- G. The student, given certain events and/or episodes from history, will place them on a list in chronological order: the Opium Wars, the Boxer Rebellion, the Russian Revolution, the Japanese invasion of Manchuria, overthrow of the Russian Czar.
- H. The student will be able to identify sources of information that would be useful in searching out historical information: National Archives, Record, private papers, and journals.

BEHAVIORAL OBJECTIVES

newspaperman, will write a commentary on the growth and development of Magnitogorsk as one of
of view as to how much of Russia's vast territory is productive, usable, valuable, and/or desirable.
choose some incident, event, or proposal of special interest to him and write his account of this for
posal, the 1968 Presidential campaign, the space voyage of Apollo 10, and modern railroads of
the Boxer Rebellion, list the differences he finds in the two interpretations, and supply his own
that are popular in modern Japan and explain how the information compares to Japan's one-time
vidence for both the pro and con side of the idea that a "generation gap" is is not a new development
y, will place them on a list in chronological order, e.g., the Boxer Rebellion, Japanese invasion of
that would be useful in searching out historical facts, e.g., almanacs, newspaper files, the Congressional

GENERALIZATION	CONCEPTS	
<p>Man's use of the land is seldom the result of any single physical factor. Rather, such utilization is determined by the interplay of a number of phenomena, both physical and cultural.</p>	Industrialization-urbanization syndrome	<p>A. Historically the process of industrialization</p> <p>B. The industrial process is both cause and effect; it also set into motion several great social movements in cities.</p> <p>C. Industrialization has provided jobs and new opportunities and wanted to improve their positions were cities.</p> <p>D. With the growth of cities came slums with the demand for labor and immigration. Then came the industrialization-urbanization syndrome.</p> <p>E. Industrial and commercial growth gave rise to the industrialization-urbanization syndrome has posed many serious and dangerous problems.</p>
	Scarcity	<p>A. A person's/nation's wants are almost endless.</p> <p>B. Needs are different from wants in that a person's needs are limited.</p> <p>C. There are definite limits as to the production of goods up with people's needs and wants.</p>
	Causation	<p>A. There is a relationship of cause and effect.</p> <p>B. Causation attempts to develop a method of determining cause and effect.</p> <p>C. Cause and effect have the character of multiple causes understood only if they know enough about the causes about several effects which seemingly become causes.</p> <p>D. The fact that events do not just happen but are the result of cause and meaning of all social action.</p>

SUB-CONCEPTS

the process of industrialization is a product of technical advance.

Industrial process is both cause and effect. It was a product of science and a new commercial age, but it set into motion several great social movements such as the movement of population from the farms to the cities.

Industrialization has provided jobs and new ways of acquiring wealth; hence, people who lived from the soil to the city to improve their positions were drawn to the center of the industrial complex.

With the growth of cities came slums with their multitude of social problems. Job opportunities brought a large influx of labor and immigration. Then came migration with its uprooting of traditional ties.

Industrial and commercial growth gave rise to trusts, monopolies, social unrest, and class hatred. Thus the industrialization-urbanization syndrome has given both hope and despair to mankind. It has offered great hope and has created many serious and dangerous problems.

Humanity's wants are almost endless; thus, a priority of wants must be established.

Needs are different from wants in that a person's needs must be met in order to survive.

There are definite limits as to the production of any given items. Many times production is unable to keep up with people's needs and wants.

The relationship of cause and effect.

Attempts to develop a method of thinking as well as an understanding of causes and effects around us.

Effects have the character of multiplicity. (This means that operation of cause and effect can be understood only if they know enough about the factors involved in the causal chain. A single act may bring about multiple effects which seemingly become more isolated as the series of effects expands.)

The fact that events do not just happen but that they are caused appears to be basic to a grasp of the course and direction of all social action.

BEHAVIORAL OBJECTIVES

- A. The student will chronologically trace the development of industry in Russia from the revolution in 1917 to the present.
- B. The student will label a map of Russia showing the three largest cities and tell why he thinks the cities are located there.
- C. The student will describe the problems of highway construction in the interest of good transportation.
- D. The student will be able to describe the problems that grew out of Red China's young people's recent revolution and what they did to solve them.
- E. The student will make a list of problems related to Japan's large population, birth rate, overcrowding, and lack of resources.
- A. The student will be able to state reasons along with evidence of why Japan would be more able to solve these problems than the United States.
- B. The student will make a list of the ways of making a living in Bolivia and state whether or not there are enough jobs to meet the people's needs.
- C. The student will select some examples of nations that have limited resources but unlimited wants and needs.
- A. The student will be able to give a logical explanation of the causes of floods and suggest means of control.
- B. The student, working in a study team, will gather facts about the effects of riots and write his findings.
- C. The student will assume the role of a reporter and write a report for publication describing the event and its effects.
- D. The student will be able to list some causes and effects of slums and ghettos in our cities and suggest ways of solving them.

BEHAVIORAL OBJECTIVES

ent of industry in Russia from the revolution in 1917 until the present.

ree largest cities and tell why he thinks the cities developed where they did.

onstruction in the interest of good transportation between cities and farms in Russia.

or grew out of Red China's young people's recent move to the large cities and tell what the Chinese government

apan's large population, birth rate, overcrowded cities, and other categories that he may select.

evidence of why Japan would be more able to supply the wants of its people than would Bolivia.

living in Bolivia and state whether or not there seem to be enough ways of making a living to supply the

r have limited resources but unlimited wants and cite facts to support the statements.

on of the causes of floods and suggest means of controlling them.

s about the effects of riots and write his findings in an essay on that subject.

ite a report for publication describing the events and incidents leading up to off-shore oil drilling and its

cts of slums and ghettos in our cities and suggest remedial steps that might be taken to remedy these conditions.

GENERALIZATION	CONCEPTS	
<p>The evolution of mankind from isolated, self-sufficient communities to an interdependent whole means ever more trade, migration, diffusion of ideas and practices, and greater importance of relative location or situation.</p>	Comparative advantage	<p>A. A nation, group, or individual must have its own goals, be aware of the advantages and disadvantages.</p> <p>B. Compromise and adjustment are an important part of life.</p>
	Input and output	<p>A. Many individuals are producers of either goods or services.</p> <p>B. All individuals are consumers; directly or indirectly.</p> <p>C. For a stable economy there must be a balance between production and consumption.</p>
	Social control	<p>A. There are many types of authority that act as a check on individual behavior.</p> <p>B. There is a need and existence of social control in all societies.</p>
	Geographical approach	<p>A. In the field of geography, attention is focused on the spatial relationships and on the interconnections among things and processes.</p> <p>B. Many different kinds of processes of change are studied: economic, social, and political processes.</p> <p>C. The distinctive purpose of geographic study is to understand the spatial relationships related to unlike processes that are associated with the same area.</p> <p>D. Geography has examined the interaction between the physical and the human interaction among diverse cultural processes.</p> <p>E. Geography seeks understanding of the cause and effect relationships.</p> <p>F. Grouping events and concepts together by the principle by which to approach and analyze them.</p>

SUB-CONCEPTS

group, or individual must have long-range goals for which to strive, and in moving towards these aware of the advantages and disadvantages that develop along the way.

and adjustment are an important consideration when advantages enjoyed by two opposing forces are

individuals are producers of either goods or services.

individuals are consumers; directly or indirectly they influence the production of items.

in the economy there must be a balance between production and consumption.

many types of authority that act as means of social control.

need and existence of social control at all levels of society.

of geography, attention is focused on the areal association of things and events of unlike origin and interconnections among things and events that are thus associated.

different kinds of processes of change are operating on the face of the earth. There are physical, biotic, social, and political processes.

primary purpose of geographic study is to develop concepts regarding the interaction of things and events and unlike processes that are associated with particular areas.

has examined the interaction between man and his habitat but equally significant are studies of the interaction among diverse cultural processes or among physical and biotic phenomena.

seeks understanding of the causes and consequences of differences from place to place on the earth.

events and concepts together by the area on the globe in which they occur becomes an orderly way by which to approach and analyze them.

BEHAVIORAL OBJECTIVES

- A. The student will state the advantages of water transportation and the disadvantages for a given situation in the region of Sault Ste. Marie and Lake Superior.
- B. The student will explain the advantages to both the United States and Britain as a result of the British 49th parallel instead of the 54th parallel.
- A. The student will act as a businessman who is contemplating a new business enterprise that will engage a kind of business in which he will engage, giving reasons for his choice in a written report.
- B. The student will explain orally in his own words what is meant by the law of supply and demand.
- C. The student will explain and cite examples of what happens to economics in a climate of over production.
- A. Social control is exerted in a variety of ways by a number of agencies. The student will be able to describe and influence behavior in such a way as to exercise some degree of control.
- B. The student will be able to describe the recent college disorders and suggest ways of controlling them.
- A. The student will explain the importance of one canal built in the United States in the 1800's during the 19th century.
- B. The student will draw a map of Central Africa noting major rivers and centers of population and show the location of the Nile River.
- C. The student will identify limits of territorial waters claimed by various countries of his choice and explain the reasons for the claims.
- D. The student will explain why the Gulf of Aqaba is of vital importance to Israel. Student may use a map.
- E. The student will describe the social, economic, and political problems facing Central Africa in today's world.
- F. The student will list five similarities in the culture of the forest Indians of early America and the present day Indians.

BEHAVIORAL OBJECTIVES

ation and the disadvantages for a given situation, e.g., shipping iron ore by barge from the iron fields

ed States and Britain as a result of the British agreement to set America's northwestern boundary at the

ing a new business enterprise that will engage in production of either goods or services and choose the
for his choice in a written report.

meant by the law of supply and demand.

cons to economics in a climate of over production.

er of agencies. The student will be able to describe ways in which newspapers and television stations
egree of control.

disorders and suggest ways of controlling them.

ilt in the United States in the 1800's during its early days and its importance today.

ajor rivers and centers of population and show their relative position to the resources of this area.

med by various countries of his choice and explain the rationale used by them to support their claim.

al importance to Israel. Student may use a map of the area for this exercise.

ritical problems facing Central Africa in today's world because of her late industrial development.

the forest Indians of early America and the plains Indians of the Expansion Nationalist Period.

GENERALIZATION	CONCEPTS	SUB-CONCEPTS
<p>Each culture tends to view its physical habitat differently. A society's value system, goals, organization, and level of technology determine which elements of the land are prized and utilized.</p>	Habitat and its significance	<p>A. Man affects and is affected by his natural environment.</p> <p>B. Habitat is the resource base of man's society.</p> <p>C. Water in the form of oceans, rivers, and lakes covers the earth and is essential for agriculture, communication, transportation, and trade.</p> <p>D. Landforms influence climate and the provision of food and shelter.</p> <p>E. Climate influences ways of living.</p> <p>F. Habitat tends to direct man until he accepts or alters it.</p> <p>G. International problems are often caused by geographical factors.</p> <p>H. Rituals, ceremonies, and superstitions of various peoples are often based on geographical factors.</p>
	Empathy	<p>A. Empathy is the concept of demonstrating the ability to understand the feelings of others identical with or similar to the responses of others.</p> <p>B. Empathy is a basic function in society in relation to the individual.</p> <p>C. The ability to exert empathy depends on the amount of knowledge and experience to understand a person or a problem.</p>
	Causation	<p>A. There is a relationship of cause and effect.</p> <p>B. Causation attempts to develop a method of thinking in terms of cause and effect.</p> <p>C. Cause and effect have the character of multiplicity and are understood only if they know enough about the facts to understand the cause of several effects which seemingly become more complex.</p> <p>D. The fact that events do not just happen but that they are the result of cause and meaning of all social action.</p>

SUB-CONCEPTS

ffects and is affected by his natural environment.

at is the resource base of man's society.

r in the form of oceans, rivers, and lakes covers three-fourths of the earth's surface influencing climate, culture, communication, transportation, and trade.

forms influence climate and the provision of food, shelter, and clothing.

ate influences ways of living.

at tends to direct man until he accepts or alters it.

national problems are often caused by geographic conditions.

s, ceremonies, and superstitions of various people may be related to their physical environment.

thy is the concept of demonstrating the ability to understand others through one's self-responses that are identical with or similar to the responses of others.

thy is a basic function in society in relation to sharing the attitudes and behavior of others.

ability to exert empathy depends on the amount of knowledge and experience one has when attempting to understand a person or a problem.

e is a relationship of cause and effect.

ation attempts to develop a method of thinking as well as an understanding of causes and effects around us.

e and effect have the character of multiplicity. (This means that operation of cause and effect can be understood only if they know enough about the factors involved in the causal chain. A single act may bring several effects which seemingly become more isolated as the series of effect expands.)

act that events do not just happen but that they are caused appears to be basic to a grasp of the course and meaning of all social action.

BEHAVIORAL OBJECTIVES

- A. The student will state his opinions about how helpful and beneficial contour plowing is for the far
 - B. The student will draw a sketch of the kind of shelter he would build for himself in a windy climate
 - C. The student will state examples and explanations of ways man has modified the stream and water
 - D. The student will be able to describe how the Japanese provide food, shelter, and clothing for the
 - E. The student will describe at least three occupations the Japanese have turned to because of the s
 - F. The student will describe the causes of the "dustbowl" of the American plains and tell what steps
 - G. The student will be able to explain the latest proposals of the United States concerning the oper
 - H. The student will write an essay describing some taboo, ritual, ceremony, superstition, or fetish p
physical environment of the area.
-
- A. The student, given pictures of people in different types of clothing, will describe orally how the pe
 - B. The student will act as one who has been chosen as a foreign exchange student, write a paper ab
wanting to reside there for awhile.
 - C. The student will state the pros and cons of the Peace Corps program, giving his opinions about ho
for which it was organized.
-
- A. The student will be able to give a logical explanation of the causes of floods and suggest means
 - B. The student will write an essay about the effects of riots.
 - C. The student will research the events and incidents leading up to off-shore oil drilling and write a
and submit his findings for publication.
 - D. The student will be able to discuss the causes and effects of slums and ghettos in our cities and su

BEHAVIORAL OBJECTIVES

and beneficial contour plowing is for the farmers and for others.

he would build for himself in a windy climate.

vs man has modified the stream and watershed of the Tennessee River to improve the region.

provide food, shelter, and clothing for their people today.

the Japanese have turned to because of the shortage of good land caused by the climate.

of the American plains and tell what steps were taken to remedy the situation.

s of the United States concerning the operation and further development of the Panama Canal.

ritual, ceremony, superstition, or fetish practiced by some cultural group and tell how it related to the

of clothing, will describe orally how the person must feel in the clothes.

oreign exchange student, write a paper about the country he has chosen to visit, and state his reason for

corps program, giving his opinions about how it might most effectively function to promote the major goals

of the causes of floods and suggest means of controlling them.

ots.

ading up to off-shore oil drilling and write about the effects of this. He will assume the role of a reporter

ects of slums and ghettos in our cities and suggest remedial steps that might be taken.

GENERALIZATION	CONCEPTS	
<p>Every region is an area homogeneous in terms of specific criteria chosen to delimit it from other regions. This delimitation is always based on an intellectual judgment.</p>	Culture	<p>A. People are much alike in feelings and needs, and in their reactions to the environment.</p> <p>B. People in other lands have customs and traditions different from those of their own country.</p> <p>C. People throughout the world today are striving to improve their living conditions at the same time, making changes to improve their environment.</p> <p>D. Individuals and groups of individuals of diverse backgrounds are reacting to the same environmental conditions in different ways.</p>
	Geographical approach	<p>A. In the field of geography, attention is focused on the spatial distribution of things and on the interconnection among things and environments.</p> <p>B. Many different kinds of processes of change are operating in the world: biotic, economic, social, and political processes.</p> <p>C. The distinctive purpose of geographic study is to understand the events related to unlike processes that are associated with the same area.</p> <p>D. Geography has examined the interaction between the physical and the human environment, and the interaction among diverse cultural processes on the earth's surface.</p> <p>E. Geography seeks understanding of the causes and consequences of the spatial distribution of things.</p> <p>F. Grouping events and concepts together by the cause-and-effect principle by which to approach and analyze the world.</p>

SUB-CONCEPTS

- . People are much alike in feelings and needs, although they often differ in appearance, ideas, and customs.
- . People in other lands have customs and traditions that have been passed down to them.
- . People throughout the world today are striving to keep certain cultures and traditions that they value and at the same time, making changes to improve their way of life.
- . Individuals and groups of individuals of diverse background have contributed to our cultural heritage.
- . In the field of geography, attention is focused on the areal association of things and events of unlike origin and on the interconnection among things and events that are thus associated.
- . Many different kinds of processes of change are operating on the face of the earth. There are physical processes, biotic, economic, social, and political processes.
- . The distinctive purpose of geographic study is to develop concepts regarding the interaction of things and events related to unlike processes that are associated with particular areas.
- . Geography has examined the interaction between man and his habitat but equally significant are studies of the interaction among diverse cultural processes or among physical and biotic phenomena.
- . Geography seeks understanding of the causes and consequences of differences from place to place on the earth.
- . Grouping events and concepts together by the area on the globe in which they occur becomes an orderly principle by which to approach and analyze them.

BEHAVIORAL OBJECTIVES

- A. The student will identify the common basic needs and wants of people in China, Japan, and the United States.
- B. The student will distinguish between the various types of family, social, and political life found in two different nationality groups.
- C. The student will identify and discuss the people's efforts on the island of Guam in trying to retain their culture while trying to improve their way of life.
- D. The student given a group of pictures associated with various cultural groups in America will point out the differences between our culture, e.g., Mexicans, Indians, Chinese, Negroes, and Scandinavians.
- A. The student will act as a businessman who is contemplating a new business enterprise that will engage in a new kind of business in which he will engage and giving reasons for his choice in a written report.
- B. The student will identify the destructive processes involved in the destruction of California's hillside and make suggestions as to how they could be corrected.
- C. The student, from a select list, will identify limits of territorial waters claimed by various countries and make a claim.
- D. The student will explain why the Gulf of Aqaba is of vital importance to Israel.
- E. The student will explain reasons for the short growing season in Alaska as compared to a relatively long growing season in Alaska with pineapple in Hawaii.
- F. The student will explain the similarities and differences found in the nomadic cultures of the Kazaks and the Bedouins.

BEHAVIORAL OBJECTIVES

d wants of people in China, Japan, and the United States.

es of family, social, and political life found in today's China, even though the people of this area are of the

orts on the island of Guam in trying to retain their traditions and culture and list the changes they are making

h various cultural groups in America will point out ways in which each one has made significant contributions
Negroes, and Scandinavians.

plating a new business enterprise that will engage in production of either goods or services. He will choose the
reasons for his choice in a written report.

evolved in the destruction of California's hillsides and canyon areas in the Los Angeles vicinity and make some

territorial waters claimed by various countries and explain the rationale used by these countries to support their

of vital importance to Israel.

g season in Alaska as compared to a relatively long growing season in Hawaii, e.g., Compare cabbage

nces found in the nomadic cultures of the Kazaks and the Arabians.

SUGGESTED MULTIMEDIA FOR GEOGRAPHY--LEVEL C

STANDARD FOCAL REFERENCE GUIDES (Social Studies)

Benefic
You and The World

Follett
Exploring Regions of the Eastern Hemisphere

Ginn
Your World and Mine

Holt, Rinehart, & Winston
In the Eastern Hemisphere

Macmillan
Living in the Old World

Scott Foresman
Beyond The Americas

CONCEPT PENETRATION SOURCES (Social Studies)

Allyn & Bacon
The New World's Foundations In The Old

Benefic
How People Live In: Series
China
USSR
Japan

Children's Press
Young People's Story of Our Heritage
The Orient
Europe
Ancient World Prehistory- 500 BC
Ancient History 500 BC - 500 AD
Modern World

Med
Arch
Arch
Let's Tr
Phil
South
Sovi
Gree
India

Fideler
Africa
Asia W

Field Educ
Japan,

Ginn
The Hun
Man's P

Laidlaw
Understa
World B

Macmillan
Readings

Merrill
The Anc
Long Ag
World C

SUGGESTED MULTIMEDIA FOR GEOGRAPHY--LEVEL 6

Social Studies)

here

Medieval World

Architecture 3000 BC- Gothic

Architecture Gothic - Modern

Let's Travel in the: Series

Philippines

China

South Seas

France

Soviet Union

Japan

Greece

Italy

India

Fideler

Africa

Asia With a Focus on Southeast Asia

Field Education

Japan, Home of the Sun

Ginn

The Human Side of World History

Man's Past

Studies)

Laidlaw

Understanding Your World: Series

World Background for American History

Macmillan

Readings in Medieval and Early Modern History

Merrill

The Ancient Near East

Long Ago in the Old World

World Civilizations Time Line

FILMSTRIPS

Bailey

- Africa: Devil Continent
- Japan: Asia's Modern Power
- Southeast Asia: Past and Present
- Berlin, The Divided City

Encyclopaedia Britannica

- Medieval Europe
- Ancient Rome

Eye Gate

- The Story of America's People: Series
- Seven Regions of the World

Learning Arts

- Africa Regional Geography
- Our Heritage From the Old World

Library Filmstrip Center

- Alexander the Great
- Chief Roman Deities
- The Twelve Caesars

McGraw - Hill

- China and Her Neighbors
- World Geography Series

Photo and Sound

- Australia, Indonesia, Philippines
- India and Ceylon
- Land of East and Southeast Asia
- Soviet Union Today

Society for Visual Education

- Africa, the Land of Developing Countries
- Living in China Today
- World History Series

TRANSPARENCIES

Allyn and Bacon
Alpha Map Transparencies

MAPS AND ATLASES

Hammond
My First World Atlas

Merrill
Merrill School Atlas

Rand McNally
World Atlas

RECORDS

Social Studies School Services
World Landmark Enrichment Records

16mm FILMS

Coronet
Globe and Our Round Earth

Encyclopædia Britannica
Changing Matilda: The New Australia

McGraw - Hill
Animals of Africa
Siberia: A Day in Irkutsk
Israel: Making a Land Productive
The Middle East: The Need for Water
India: The Struggle for Food
India: Urban Conditions

Thailand: Winds of Change
Our Immigrant Heritage
European Culture Region
China: Social Revolution
Oceania
Afghanistan: Emerging From Isolation
The Old Africa and the New
New Zealand: Its Farms and Cities
Turkey: Modern Reforms
West Germany - Industrial
South Africa
Yugoslavia
China: The Awakening Giant
Scandinavia - The Rewards of Excellence
Country Called Europe
Low Countries, The Very Much Alive
Greece - So Rich, So Poor
Iran: The Struggle to Industrialize
The Philippines: Island Republic
Feeding One Quarter of the Human Race
Australia: Challenge of a Growing Nation
Japan: A Nation of Growing Cities